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ABSTRACT

This curriculum guide was developed for the 110-hour, 1-credit course in independent living for high schools in Manitoba. The course includes components that emphasize the knowledge, skills, and behavior necessary for persons to make informed decisions, solve problems, and maximize their potential as individuals and as contributing members of their families and the community. The curriculum consists of seven units that cover the following topics: introduction (establishing a classroom environment), enterprise and innovation, learning skills, self-management, managing your resources, the world of work, and independent study. Unit contents are as follows: general information about the topics covered for the teacher, major objectives, minor objectives correlated with suggested student activities and teacher notes, and appendixes that include further information for the teacher, student activity sheets, and transparency masters. The curriculum guide also includes the following components: (1) a curriculum overview including a rationale, program goals, program objectives for each unit, scope and sequence, methodology, evaluation methods, and teacher characteristics; (2) information on working with students with special needs and with adult learners; and (3) teacher tools (suggested field trips and guest speaker activities, guidelines for working in small groups, unit planning with students, building classroom climate, the interdisciplinary approach, student projects, community resources, communication techniques, and a 16-item bibliography.) (KC)

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1993

Skills for Independent Living

(Senior 2)

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Interim Guide

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(Senior 2)

Interim Guide

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Manitoba
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ISBN 0-7711-1133-9

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Cameron Arnason, Evergreen School Division No. 22

Erna Braun, Manitoba Education and Training (1992-93)

Barbara Cerilli, River East School Division No. 9

Dr. Shirley Chapman, Brandon University (1991-92)
Assiniboine Community College (1992-93)

Marcel Daeninck, Manitoba Education and Training (1990-91)

Al Davies, Winnipeg Chamber of Commerce (1990-91)

Syd Enns, River East School Division No. 9 (1990-91)

Irene Hammill, Winnipeg School Division No. 1

Ken Hardy, Red River Community College

Al Hrytsak, Seine River School Division No. 14 (1990-91)

Carl Landrie, Rolling River School Division No. 39

Shirley Lawrence (Writer), Lord Selkirk School Division No. 11

Edith Lyon, Winnipeg School Division No. 1 (1992-93)

Dennis Lucas, Manitoba Education and Training

Yvonne MacDonald, Frontier School Division No. 48 (1990-91)

Joyce MacMartin (Writer), Manitoba Education and Training

Shirley Newman, St. Boniface School Division No. 4

Donna Ott, Portage la Prairie School Division No. 24 (1990-91)

Arlene Pilgrim, Brandon University (1990-91)

Tom Prins, Manitoba Education and Training

Thelma Wood, Winnipeg School Division No. 1

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OVERVIEW

OVERVIEW

RATIONALE

In response to Strategy 79 of **Answering the Challenge: Strategies for Success in Manitoba Schools**, this 110 hour, one-credit interim guide for the compulsory course **Skill for Independent Living** was developed for the Senior 2 level.

Skills for Independent Living includes components which emphasize the knowledge, skills, and behaviour necessary for individuals to make informed decisions, solve problems, and maximize their potential as individuals and as contributing members of their families and the community.

Emphasizing process learning and including a broad range of content, this course provides an opportunity for students to establish short- and long-term goals and to practice the skills that will help them to meet those goals. The learning approach and the content provided address the need to prepare students for challenges requiring decision making, problem solving, and critical thinking.

The need for such a course is readily apparent, given that the world is changing. All students need to be able to embrace change, to be open to possibilities and opportunities, while still meeting their needs for safety and security.

Students have the potential, the right, and the responsibility to exert more control over their lives. With an expanding body of knowledge, the proliferation of material goods and lifestyles, along with concerns for the environment and humanity, decisions which they face have become increasingly complex. The diversity of family groupings, the high degree of socio-economic and geographic mobility, and the impact of the media have increased the variety of models and reference groups which young people use to make choices in deciding what constitutes a satisfying lifestyle.

There has been a growing concern that many students leaving high school are ill-prepared to cope with the accelerating rate of change in an era of transition. Social indicators predict that this fast pace will continue. Therefore, the acquisition and application of self-management skills — the ability to organize and shape one's life in all areas, e.g., socially, personally, occupationally, and financially — will be of utmost importance.

Given the growing complexity of the world, training and education will need to be an ongoing, lifelong process. Proactive skills such as decision making, managing time and resources, setting priorities, and personal planning will help individuals go beyond just "coping." These skills will help students build confidence in themselves, apply strategies for coping with the frustrations of life, and recognize opportunities for meeting their personal goals.

Students need a supportive environment that allows them to establish realistic expectations, practise skills in communicating, working cooperatively, and analyzing. They need to gain experience in developing critical thinking abilities. It is essential that students have the opportunity to apply the necessary knowledge and skills to prepare them for a wide variety of issues and situations that they will face throughout their lives. They need to recognize the close linkages among the various aspects of their lives. They need to assess the implications of the decisions they make. It is important to be able to recognize all of one's resources in order to visualize and to shape the future.

Skills for Independent Living is designed to provide students with the opportunity to

- consider and assess abilities
- plan for personal goals
- explore possible traditional and innovative career paths
- explore future occupational options
- examine the importance of managing one's resources
- practice decision-making skills
- practice setting priorities
- learn about the importance of personal, family, and work relationships
- determine how personal characteristics affect learning and decision-making skills
- test ideas, hopes, and aspirations in a comfortable, non-judgmental environment
- expand awareness of the need for sustainable development practices

PROGRAM GOALS

Skills for Independent Living will help students to

- develop an understanding of their interests, aptitudes, abilities, and values
- develop self-confidence in their ability to make decisions, solve problems, communicate with others, and cope with the demands of a complex society
- develop skills in self-management by demonstrating increased ability to make choices and accept challenges that take into account values, responsibilities, resources, and significant others
- develop learning skills that will enhance their abilities as independent, life-long learners
- set realistic and challenging academic and career goals
- develop knowledge about career options and the possible relationships between career choices and future lifestyles
- develop innovative and enterprising attitudes and practices for approaching career and life choices
- develop attitudes and work habits that will lead to their success as contributing members of Manitoba's economy and society
- acquire the knowledge and skills needed to successfully manage their lives and careers
- learn to assume responsibility for the management of their own lives and careers
- develop skills to cope with an increasingly complex consumer market
- develop skills in managing their finances and time
- develop an appreciation of a more balanced approach to future lifestyle, allotting appropriate time and energy for career, family, and community responsibilities
- develop an understanding of the importance of safety in the workplace
- develop an increased awareness of the importance of sustainable development of resources

PROGRAM OBJECTIVES

UNIT I: INTRODUCTION

Students should be able to

- recognize the importance of a positive classroom learning atmosphere
- understand the purpose of the course
- recognize which ideas, concepts and goals are priorities in their lives
- understand the possible approaches to be used with the course, and students' roles in helping determine these approaches
- recognize the implications of taking responsibility for these choices
- accept personal responsibility to help the teacher/class plan for the course content in **Skills for Independent Living**
- understand the meanings of the basic curriculum terms of enterprise and innovation
- appreciate the potential of enterprise and innovation as life skills
- appreciate the nature and significance of sustainable development
- recognize how enterprise and innovation may assist sustainable development
- integrate the course concepts discussed in this unit into a plan of action for the class

UNIT 2: ENTERPRISE AND INNOVATION

What Is Enterprise and Innovation?

Students should be able to

- know the meaning of terms

Opportunities and Ideas

Students should be able to

- distinguish between an opportunity and an idea for innovative enterprise
- recognize conditions that may create opportunities for innovation
- assess the viability of innovative and entrepreneurial opportunities and ideas
- propose the area of opportunity that will be the basis for each group's innovative enterprise

Values of Innovation and Entrepreneurship

Students should be able to

- acknowledge the contributions of entrepreneurial/ innovative thinking to all aspects of society
- propose innovative solutions to everyday problems, needs or wants
- evaluate positive and negative effects of innovative projects
- recognize the potential of innovation as an approach to sustainable development
- understand the value of entrepreneurship education

The Process of Innovation

Students should be able to

- understand the process of innovation and entrepreneurship
- know skills and characteristics helpful to the process of innovation/entrepreneurship
- recognize two or more personal characteristics and skills that are classified as innovative
- recognize that the skills of innovation can be learned and developed

Maintaining a Balance

Students should be able to

- recognize that an entrepreneurial venture may be time, energy and money consuming
- understand the aspects of living that would make up one's own personal balance

Planning for Success

Students should be able to

- analyze problems which can arise for innovators and enterprises
- understand the advantages of planning
- know the essential features of a venture plan for any type of commercial or non-commercial innovative or entrepreneurial project
- formulate ways of including important aspects of life for each individual involved in a venture
- apply information and attitudes learned about venture planning to group/individual ventures
- recognize the need to evaluate progress and plans during a venture, and to adjust plans accordingly
- know contacts within the school and the community as a possible resource for information, opportunity, mentorship

UNIT 3: LEARNING SKILLS

Organizing for Learning

Students should be able to

- describe positive learning attitudes
- know characteristics of effective students
- analyze and plan an effective study environment
- assess school or other life experiences as a source of learning and a guide for actions

Learning Styles

Students should be able to

- understand the meaning of learning styles
- understand how knowing personal learning style will enhance learning
- recognize one's own preferred learning style
- recognize ways of adapting a teacher's learning style to a student's learning style when they are different

Reading for Understanding

Students should be able to

- analyze their textbook(s) and compare them to the general model of textbook organization
- understand how a reading study process (TSQ5R) enhances comprehension and retention of print materials
- understand how signal words aid in the comprehension of content in print materials;
- recognize eleven patterns of organization for print material
- analyze how organizational patterns are applied to effective writing
- understand flexible reading techniques and their uses

Note-Taking/Note-Making

Students should be able to

- understand note-taking and note-making techniques and their application

Memory

Students should be able to

- understand some basic facts about memory and memory techniques
- analyze own learning style with corresponding memory techniques

Research Skills

Students should be able to

- understand how to use specific library reference sources
- demonstrate use of the **Reader's Guide to Periodical Literature** for research purposes

Test-Taking

Students should be able to

- gain a feeling of control over tests and examinations
- develop techniques for effective tests/examinations preparation and writing

Summary

Student should be able to

- evaluate the application of learning skills

UNIT 4: SELF-MANAGEMENT

Understanding Human Needs

Students should be able to

- recognize basic human needs
- examine a theory of human needs
- analyze the relationship between human needs and behaviour
- differentiate between "wants" and "needs" and understand the relationship between these two concepts
- understand that the meeting of needs is influenced by social and cultural factors
- understand the needs which are of particular concern during adolescent development
- understand that human needs may change throughout different stages of the life cycle
- understand the interdependency of people in helping meet each other's needs
- demonstrate that **Skills for Independent Living** is about meeting one's present and future needs effectively while still supporting the needs of others

Self-Concept

Students should be able to

- recognize the importance of having a positive self-concept
- understand how self-concept affects behaviour
- recognize that self-esteem affects relationships
- know how to build self-esteem in oneself and others

Communication

Students should be able to

- recognize the components of effective communication
- recognize barriers to effective communication
- apply communication knowledge in a listening/communication/observing activity
- analyze communication messages in a given case study
- propose a case study for practicing effective phrasing of messages
- analyze group discussion as to effectivenss of communication
- know verbal and non-verbal communication skills
- understand how to build the communication skills of listening, paraphrasing, and questioning

Recognizing and Accepting Emotions

Students should be able to

- know the meaning of the terms "emotions" and "feelings"
- demonstrate increasing awareness of the range of human emotions
- understand that emotions are linked to behaviour
- understand that each individual bears responsibility for his/her own feelings
- understand that emotions affect relationships
- understand that society or culture influences the expression of emotion

- understand the relationship between thoughts and feelings

Countering Racism, Prejudice, and Stereotyping

Students should be able to

- recognize that they live in a multicultural society
- recognize that cultural differences exist for a variety of reasons
- recognize that behaviour showing prejudice, racism, and stereotyping is unacceptable
- analyze ways of coping with prejudice, racism, and stereotyping

Stress

Students should be able to

- recognize the nature of "stress" and realize that stress is an inevitable part of living
- know some causes of stress
- recognize a wide variety of signs of stress
- recognize a variety of ways to deal with stress
- formulate a plan to make effective use of time
- propose a network of community resources that are available to assist a person coping with severe stress

Conflict Management

Students should be able to

- recognize internal and external conflict
- know three styles of behaviour: passive, assertive, and aggressive

Summary

Students should be able to

- understand the relationship between the self-management concepts and daily life

UNIT 5: MANAGING YOUR RESOURCES

Resources and Lifestyle

Students should be able to

- know the range of resources available to meet life's challenges
- assess how technology has affected people's lives
- recognize ways of using technology in achieving a balanced lifestyle
- recognize personal resources
- know how to acquire personal documents
- distinguish the differences between needs and wants

- recognize the importance of values and goals in guiding use of resources to establish a satisfying life style
- recognize personal goals and values
- understand that sustainable development is related to individual lifestyle
- know the principles of sustainable development
- apply at least one of the principles of sustainable development to personal lifestyle

A Plan for Learning

Students should be able to

- translate existing levels of knowledge, need and interest to learning about financial resource management
- formulate a tentative plan for learning about financial resource management

Money: A Finite Resource

Students should be able to

- recognize sources of income
- estimate probable deducations from a paycheque
- know various categories of spending
- differentiate between fixed expenses, discretionary expenses, and major purchases
- recognize the importance of a spending plan
- propose a financial plan for a Senior 2 student
- recognize the importance of keeping income records
- assess the strengths and weaknesses of personal money management
- know the different kinds of financial institutions in Canada, their features and services
- recognize the importance of beginning the habit of "saving"
- understand savings accounts
- understand chequing accounts
- understand the technology used in banking
- recognize responsibilities in using banking technology
- understand the responsible use of a debit card
- know about the wise use of credit
- recognize the importance of making responsible "credit" decisions during the teenage years
- recognize warning signs of excessive debt
- formulate some strategies to prevent or deal with too much debt
- understand the importance of saving in order to meet short and long-term goals
- assess methods of saving
- understand what is meant by ethical investment (optional or independent study unit)
- understand the purposes and types of taxation levied in Canada
- be aware of personal obligations regarding income tax
- understand the basic types of insurance available (optional or independent study unit)

Shopping Skills

Students should be able to

- understand consumer values and goals
- understand the influence of a variety of factors on consumer choice
- analyze articles relating to sustainable development
- appreciate the importance of sustainable development considerations when making consumer choices
- understand the importance and use of universal pricing (UP) codes
- recognize the importance of labels in making purchases
- recognize the meaning and significance of labels inscribed on or attached to products
- understand the process of comparison shopping
- recognize ways that advertisers attempt to influence consumers
- analyze advertisements to determine whether they are congruent with wise consumer decision making
- evaluate a variety of advertising techniques/ strategies
- evaluate attitudes towards environmental protection and conservation
- evaluate the validity of "green" products and services
- propose a plan by which trash may be recycled, reused, recovered, or reduced
- recognize the need for registering formal complaints in cases of consumer dissatisfaction
- understand the positive influence of consumers who register concerns regarding products and services
- write a letter of complaint

Consumer Rights and Protection

Students should be able to

- recognize double ticketing practiced by some retailers
- understand "bait and switch" marketing procedures
- understand the concept and implications of partial payment and ownership
- recognize "return of goods" services provided by some retailers
- understand sales contracts and the role of cosigners
- recognize various types of promotional contests
- recognize a variety of consumer protection agencies and their function
- recognize implications of dishonest or unethical consumer practices and dishonest or unethical retail practices
- understand the characteristics of itinerant sellers
- understand what constitutes unsolicited sales
- know the meaning of the terms "warranty" and "guarantee"

UNIT 6: WORLD OF WORK

Goal Setting

Students should be able to

- understand the importance of setting goals
- recognize that goals help give more purpose to life
- propose an action plan for accomplishing personal goals

Decision Making/Problem Solving

Students should be able to

- understand the steps of the decision-making/problem-solving process
- apply the steps of the decision-making/problem-solving process
- recognize examples of life decisions/problems for which application of the decision-making/problem-solving process would be helpful

The Changing Nature of Work

Students should be able to

- identify examples of change in the workplace
- interpret possible implications of sudden work changes
- understand that the work students now do in school involves fundamental processes related to all occupations
- analyze past and future job possibilities and the effect of job changes on career planning
- know sources of adult training opportunities

A Plan For Learning

Students should be able to

- understand basic terms of reference and their implications in the world of work
- recognize existing knowledge and needs regarding career planning
- formulate a tentative class plan for learning about "The World of Work"

Skills, Interests and Aptitudes

Students should be able to

- recognize their acquired skills up to this juncture of their lives
- know the skills required to reach a career goal
- recognize the importance of developing marketable skills for the job market
- understand the differences between interests, aptitudes, abilities, and skills
- understand how aptitudes, abilities, skills and interests relate to various occupations

Non-Traditional Careers for Men and Women

Students should be able to

- recognize the changing roles of women and men in the workplace and at home
- understand how sex-role stereotyping affects persons
- recognize the role of women and men in Canada who have made major contributions in the workplace
- understand that more men and women are now choosing non-traditional careers

Exploring Careers

Students should be able to

- recognize resources for exploring career choices
- propose a plan for organizing an in-school career symposium with a variety of speakers
- demonstrate effective use of libraries and resource centres as a souce of career information.
- formulate a list of careers that are likely to be in demand in the future

Career Exploration through Work Experience

Students should be able to

- understand the process required for selecting and obtaining a work experience placement
- gain experience in a work education setting
- evaluate the work education experience

Career Goals

Students should be able to

- formulate a realistic personal career plan
- appreciate the multiple influences that impact on making decisions on career goals

Costs of Post-Secondary Education

Students should be able to

- know where and how to access information about costs of post-secondary education
- know the costs involved for each year's study
- know how and where to access information on financial assistance for education
- evaluate other ways to pay for your education

Planning a Program for Senior 3 and 4

Students should be able to

- know the high school subject requirements for a variety of occupations
- recognize that high school courses provide valuable background for careers/occupations
- propose a plan for a high school program

Job-Seeking Strategies

Students should be able to

- understand the use of resumés and cover letters
- recognize different ways of getting a job
- recognize the importance of knowing appropriate information about a potential employer
- know the interview process

Work Relationships/Keeping a Job

Students should be able to

- know employer expectations
- know what employees should expect from each other

Protection Against Harassment (Human Rights Code)

Students should be able to

- understand what harassment is and how individuals are protected by The Human Rights Code in Manitoba
- apply human rights awareness to a decision-making/problem-solving process
- understand how employees are protected by the Manitoba Human Rights Code
- understand the process of dealing with a complaint under The Human Rights Code

Rights and Obligations of Employees and Employers

Students should be able to

- understand the role and responsibilities of the Employment Standards Branch
- understand the importance of this information for both employers or employees
- apply the basic principles of Employment Standards Legislation to work situations
- understand the role and responsibilities of professional associations and labour unions

Safety and Health

Students should be able to

- appreciate the risks associated with day to day activities
- assess the risk potential in their work environment
- understand the purpose of, and duties imposed by, the Workplace Safety and Health Act
- understand the benefits to workers/employers of continued participation in safety and health activities

Volunteerism/Community Service: Another Kind of Work

Students should be able to

- understand volunteering and community service
- be aware of volunteer and community service opportunities
- know the benefits to community and self

UNIT 7: INDEPENDENT STUDY UNIT

See the introduction to Unit 7.

IMPLEMENTATION

Course Design

Skills for Independent Living is divided into seven units for a total of 110 hours, which constitutes a full credit. The time allocations are suggested guidelines.

SKILLS FOR INDEPENDENT LIVING		**(110 hours)**
UNIT 1:	INTRODUCTION	(up to 5 hours)
UNIT 2:	ENTERPRISE AND INNOVATION	(25 hours)
UNIT 3:	LEARNING SKILLS	(5-10 hours)
UNIT 4:	SELF-MANAGEMENT	(20 hours)
UNIT 5:	MANAGING YOUR RESOURCES	(10 hours)
UNIT 6:	THE WORLD OF WORK	(30 hours)
UNIT 7:	INDEPENDENT STUDY	(15 hours)

The units are further subdivided into several themes (see "Scope and Sequence" chart on the following page), each of which has a major objective. Designed in a three-column format, the content of each unit is organized under the headings "Objectives," "Suggested Student Activities," and "Teacher Notes."

OBJECTIVES	**SUGGESTED STUDENT ACTIVITIES**	**TEACHER NOTES**
• outlines general instructional objectives	• suggests a variety of activities for each objective, along with desired learning outcomes • they are varied and sequenced • flexibility is provided to allow for appropriate activity choices by teacher and students	• includes additional information to carry out the instructional strategies in the class • advice on sensitive issues is provided and suggestions for independent study are made

SCOPE AND SEQUENCE

UNIT 1: INTRODUCTION

1.0 Introduction

UNIT 2: ENTERPRISE AND INNOVATION

1.0 What Is Enterprise and Innovation?
2.0 Opportunities and Ideas
3.0 Value of Enterprise and Innovation
4.0 The Process of Innovation
5.0 Maintaining a Balance
6.0 Planning for Success

UNIT 3: LEARNING SKILLS

1.0 Organizing for Learning
2.0 Learning Styles
3.0 Reading for Understanding
4.0 Note-Taking/Note-Making
5.0 Memory
6.0 Research Skills
7.0 Test-Taking
8.0 Unit Summary

UNIT 4: SELF-MANAGEMENT

1.0 Understanding Human Needs
2.0 Self-Concept
3.0 Communication
4.0 Recognizing and Accepting Emotions
5.0 Countering Racism, Prejudice, and Stereotyping
6.0 Stress
7.0 Conflict Management
8.0 Unit Summary

UNIT 5: MANAGING YOUR RESOURCES

1.0 Resources and Lifestyle
2.0 A Plan for Learning
3.0 Money — A Finite Resource
4.0 Shopping Skills
5.0 Consumer Rights and Protection

UNIT 6: WORLD OF WORK

1.0 Goal Setting
2.0 Decision Making/Problem Solving
3.0 The Changing Nature of Work
4.0 A Plan for Learning
5.0 Skills, Interests and Aptitudes
6.0 Non-Traditional Carers for Men and Women
7.0 Exploring Careers
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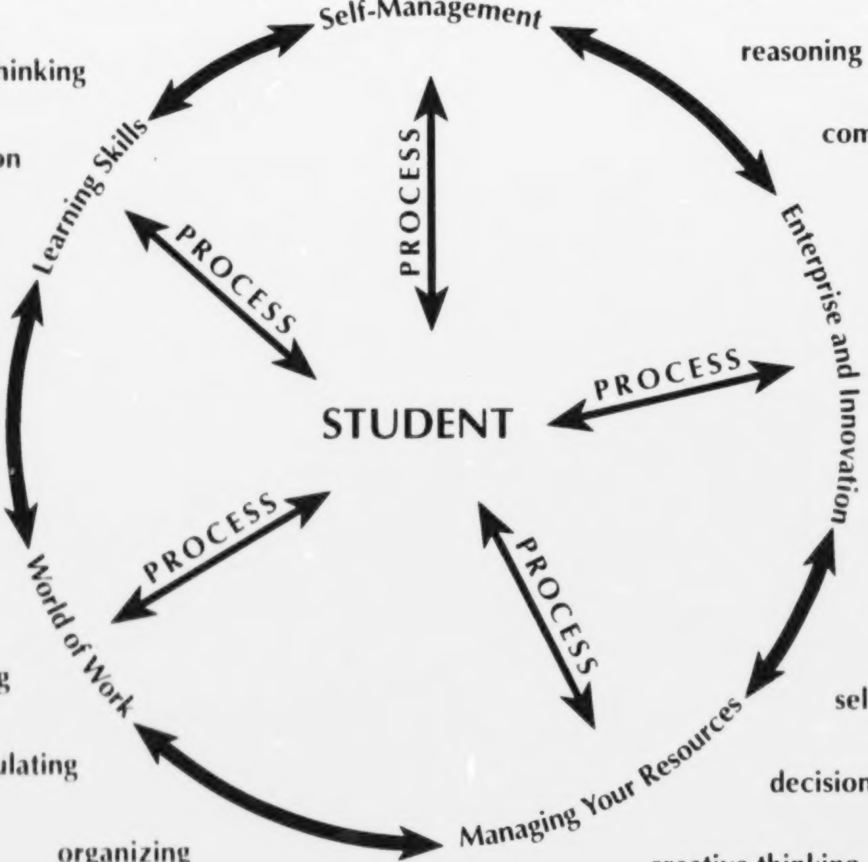
9.0 Career Goals
10.0 Costs of Post-Secondary Education
11.0 Plannning a Program for Senior 3 and 4
12.0 Job-Seeking Strategies
13.0 Work Relationships/Keeping a Job
14.0 Protection Against Harassment (Human Rights Code)
15.0 Rights and Obligations of Employees and Employers
16.0 Safety and Health
17.0 Volunteering/Community Service: Another Kind of Work

UNIT 7: INDEPENDENT STUDY (STUDENT-DIRECTED)

PROCESS



STUDENT

PROCESS

Self-Management

Enterprise and Innovation

Managing Your Resources

World of Work

Learning Skills

critical thinking

analytical thinking

relevant action

discussion

cooperative learning

self-direction

team building

community relations

goal setting

articulating

organizing

synthesizing

reasoning

communicating

writing

testing

planning

data collection

researching

self-monitoring

self-evaluating

decision making

creative thinking

METHODOLOGY

In addition to providing information and fostering conceptual understanding, this program must involve students as actively as possible. The diversity of student experience and the variety of student skills necessitate a process-oriented instructional approach. This includes

- allowing students appropriate responsibility in planning, implementing and evaluating
- encouraging students to share their ideas with others and to consider alternative points of view
- giving students an opportunity to reflect on and to personalize ideas and information gleaned from the course and from other students
- structuring the subject matter to meet a variety of individual student needs.

Since there are more suggested student activities than can be completed in the allotted time, it is recommended that the teacher read through the entire curriculum guide and select with input from students the activities that best meet student needs and teacher strengths, and that can best be accommodated with the available community resources. Subject area specialists will need to set aside their traditional subject area orientation and take a broader look at the skills required and the issues faced by young people today.

Teachers are urged to share and consult with their colleagues in other subject areas in order to reinforce and complement each other's efforts.

An understanding of the intent, flexible structure, and expectations of this program is essential for successful implementation. Each school should adapt the curriculum to meet the needs of students within the local community. The independent study unit provides an opportunity for teachers and students to select a particular area of interest and pursue it in greater depth. The program can be enriched through the participation and support of local organizations and agencies. Teachers and students should select those objectives and activities that best meet local needs.

The use of community resources in the program can be facilitated by

- surveying the community in order to identify a pool of appropriate resources
- finding ways of using resource persons without imposing on their time and professional obligations (e.g., the visit of a resource person could be videotaped for future use)
- planning jointly with the resource person, thereby ensuring the most effective way of providing information
- planning both for the short- and long-term, in order to clarify expectations for a field trip or for group visits to a community site, such as a bank

Evaluation in Skills for Independent Living

Why
- to identify learning progress
- to identify where teacher's help is needed
- to determine which activities are working well and which need adjustment
- to help students reflect on their learning and the growth which has occurred
- to help students set goals for further learning

By Whom
- the teacher
- the learner
- the group

What
- applying concepts to the solution of problems
- cooperative interaction skills
- organizational skills
- practising curriculum skills

How
- tests and quizzes
- projects
- group discussions
- group reports
- worksheets
- checklists
- work plans
- conferencing
- journals
- portfolios

When
- during the learning process
- at the end of unit or activity

EVALUATION

The evaluation of student achievement is one of the most important aspects of the total education process. It involves making judgments about student progress and achievement in relation to program objectives.

Evaluation is based on the results derived from a variety of assessment activities. Assessment involves techniques that identify what a student knows, understands, and is able to do. Evaluation is a process whereby the teacher and the student combine the assessment data to develop a profile of the student's achievement and needs.

Since numerous topics and teaching strategies are introduced within this curriculum, a variety of evaluation techniques which involve both teachers and students must be used in order to measure fairly whether the objectives have been attained. Involving teachers and students in these evaluation techniques could include regular assignments, group work, learning journals, tests, work experience reports, field trip reports, and observational evaluation.

Criteria for evaluation should be established by teachers and students at the onset of the course.

Skills for Independent Living is a process/activity course in which students can receive credit for effective participation. Activities involving listening, communication, cooperative enterprise, responsibility, reliability, imagination, creativity, use of new skills and understanding, presentations, and learning journals all provide an indication of student progress.

Self-evaluation can be used effectively for some components of this course. Students can be asked to rate their own participation. They can assess changes in their understanding of basic concepts, their analytical/problem-solving skills, and their application. They can also assess whether participation in the course has made them more willing to reach decisions and to act on them.

In selecting appropriate evaluation techniques and methods for their students, teachers should consider the following

- The evaluation procedure should reflect the course content covered and the purposes for which results will be used.
- The greater the variety of evaluation techniques used within a framework, the greater the likelihood of making fair judgments.
- Motivation and achievement are affected by the type of evaluation method chosen.
- The intent of an objective and the method used to evaluate fulfillment of the objective should be related.
- To be sound, the evaluation procedure selected must measure the content for which it is intended.

- The type of subject matter affects the choice of evaluation techniques.

- Attitudes are more likely to be positive if students participate in determining objectives, activities, selecting means of evaluation, and evaluating their own progress.

- When learners can use self-evaluation techniques, they are better able to identify their own needs and to take initiative in learning. Student self-evaluation may constitute approximately 25 percent of the grade.

- The effectiveness of evaluation techniques is affected by the balance between the validity, reliability, and the usability of the evaluation techniques selected.

- Students need to be aware of the evaluation methods and criteria at the beginning of the course; frequent reinforcement will also be necessary.

- Students should be encouraged to use evaluation as a step to further growth.

(See Appendix for examples.)

TEACHER ATTRIBUTES

Several high school programs such as Home Economics, Guidance, and Business Education are, in subject content, closely related to **Skills for Independent Living**. While a strong background in related subject content is an asset for a teacher of **Skills for Independent Living**, other strengths should also be taken into account, including the following

- feeling comfortable with the process approach
- being motivated to teach the course
- having excellent rapport with students

The following suggestions are provided to assist teachers in preparing for the course

- **Consider the curriculum units**. In reviewing the curriculum, note particularly the goals, themes, and objectives. Note that the content and instructional approaches of certain specialized subject areas are similar to those recommended for **Skills for Independent Living**.

- **Consider the "process" skills**. Determine the activities such as brainstorming, role-playing, group work, independent study, and journal writing with which the teacher feels most comfortable.

- **Consider a team approach**. If the school size warrants more than one teacher, form a group of teachers who would work well together. This team approach encourages teachers to share ideas, to work collaboratively, and may result in effective team teaching.

STUDENTS WITH SPECIAL NEEDS*

Teachers should be prepared to make program modifications for students with a variety of special needs. Depending on the needs of students in a particular class, teachers may need to adapt teaching strategies, pacing, use of resources, assessment and evaluation, and work experience. Students with special needs should participate at levels of difficulty corresponding with their interests and aptitudes.

The ability to manage or consciously direct one's personal life is desirable for all persons. Thus, the rationale, goals, objectives, and nature of the content of each unit are appropriate for students with different learning capacities.

Encouraging student input into planning, implementing, and evaluating can help them take responsibility for their own learning.

Teachers and administrators have identified the following areas of educational needs for these students

- positive self-concept development
- socialization skills
- daily living activities experience
- independence
- occupational skill development and employability

Special needs may be categorized as

- students with behavioural disorders
- students with communication disorders
- students with physical disabilities
- students with intellectual disabilities
- gifted students

Consideration of Special Learner Needs

Suggestions in the form of a checklist are presented below for teacher consideration.

Students with Behavioural Disorders

- Tasks should be chosen at the student's level of ability, needs, and interests in order to maximize his or her opportunities for success and satisfaction.
- One-to-one student-teacher communication can be beneficial.
- Instructions should be expressed clearly and concisely.

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* This section on Students with Special Needs and the following two sections on Adult Students and Multiculturalism have been adapted from "Consideration in Adapting Programs," **Family Studies: Intermediate and Senior Divisions and OAC** (Toronto: Ontario Ministry of Education, 1987), pp. 13-16. Used with permission.

- Additional supervision should be provided when students are working with potentially dangerous tools and equipment (e.g., work experience).
- Students who are compatible should be paired together whenever possible.
- Guidelines or ground rules for classroom management should be established jointly with students at the beginning of the course.
- Routines should be consistent and carried out with minimal disruption.
- Students should understand their specific tasks at the beginning of an activity, and a regular schedule of activities should be maintained.
- Acceptable behaviour should receive positive reinforcement.
- The disciplinary consequences of misbehaviour should be consistent, in order to ensure that the students involved understand the cause-and-effect relationship.

Students with Communication Disorders

- New vocabulary should be taught in context.
- Teachers should obtain the full attention of the students before beginning a lesson.
- Students should be paired with others who can assist them if necessary.
- Students should be provided with visual as well as auditory clues for reinforcement.
- Objects used in class activities should be labelled.
- Teachers should enunciate clearly and rephrase any question or statement students do not understand.
- Classroom distractions that are not normally part of the work situation should be eliminated or reduced to a minimum.
- Alternative modes of communication (e.g., microcomputers and appropriate software) should be used in order to eliminate physical barriers to self-expression.

Students with Physical Disabilities

- Students can benefit from working with a partner (e.g., for note-taking).
- Disabled students may need placement near the entrance to the classroom.
- Extra time may have to be provided for students to complete assignments.
- The amount of writing should be reduced; writing could in some cases be replaced by alternative methods (e.g., tape recorders).
- Videotapes of sessions involving demonstrations would be useful for students who are frequently absent.
- Additional space and modified equipment or tools may be required to accommodate wheelchairs or other ambulatory devices.
- Floors should be free of obstructions and hazards.
- Students who are unable to communicate by talking or by writing with a pencil or pen should be provided with microcomputers, Bliss boards, or other devices.

Students with Intellectual Disabilities

- Rules should be expressed simply, clearly, and consistently.
- Teachers should give students sequential instructions with logical steps.
- New skills should be demonstrated and their practice supervised, especially when activities involve the use of potentially dangerous equipment.
- Students should be given immediate feedback.
- Functional reading should be reinforced in each lesson, wherever possible.
- Some students will need to be involved in individual activities.
- The reading level of the student should determine the choice of print materials.
- The level of understanding of the student should influence the choice of print and non-print materials.
- The development of individual skills should be stressed and competition avoided.
- Creativity should be encouraged.
- Improvements in levels of performance should be expected, encouraged, and applauded.

Gifted Students

- Teachers should encourage and foster creativity, original thinking, and the cognitive skills of analysis, synthesis, and evaluation.
- Students should be encouraged to develop organizational and leadership skills through class presentations using new technology and a wide variety of media.
- Individual projects requiring independent study should be emphasized.
- Facilities, personnel, and resources from outside the school should be used.
- The expertise of knowledgeable people in the community should be drawn on to enhance learning activities.
- High standards requiring students to extend themselves should be encouraged.

ADULT LEARNERS

Adults enrolled in regular school programs may be placed in classes composed exclusively of adults, or they may be integrated with adolescent students. If the latter option is chosen, relatively small adjustments in planning may provide substantial benefits for adult learners and also enrich the experiences of adolescent students.

Teachers should keep in mind the observations presented below when planning courses for adult students.

- Adult learners often bring a rich store of practical experience with them. Classroom activities can be designed to draw on this knowledge and experience.
- Adults often learn best in groups and welcome the support of other learners. Activities that foster social interaction will result in more effective learning. Through such activities each learner becomes a resource for the others.

- Some adults learn effectively through active involvement. Strategies that balance experiential activity with theoretical presentations and reflection will enhance learning.
- Adults tend to focus on the present and to be problem-oriented. Teachers will need to build on the expressed learning needs of their students.
- Adults, like adolescents, exhibit a range of learning styles. These individual differences may be accommodated through activities involving independent study.
- Adults may request more factual materials on many topics.
- Adult learners, because of various personal experiences, may be insecure in large-group discussions.

Adult learning theory suggests that adults tend to be highly self-directed and responsible. Such generalizations, however, may overlook exceptional cases (for example, an adult who was chronically ill as a child). Teachers must decide to what extent the generalizations and recommendations in the list above can be applied to learners in a particular class.

MULTICULTURALISM

Multicultural experiences should be designed to encourage students to

- empathize both for members of their own families and for others whose cultural and racial heritage and family style are different from their own
- respect for cultural and racial differences among contemporary Canadian families
- be aware of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society
- appreciate of the ways in which individuals and families are socialized in Canadian society
- understand of the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life

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UNIT 1: INTRODUCTION

UNIT 1: INTRODUCTION

GENERAL INFORMATION

The goal of the Introduction unit is to **set the stage** for **Skills for Independent Living**. The establishment of a **classroom environment** which encourages the participation of students is critical. **Skills for Independent Living** is a **process-oriented** course in which students are **actively involved** at all levels, including decision making as it relates to choices in topics and activities.

Teachers and students are encouraged to be **innovative** and **enterprising** in their approaches to learning and classroom management. Students are encouraged to **work together**, and to take increasing **responsibility** for their own learning and interactions with others.

The Introduction provides the teacher with an opportunity to establish a **climate** in which students feel comfortable; where they understand that their input will be important to course implementation. Student **needs** and **expectations** can be acknowledged and groundrules established. Expectations for completion of the course and criteria for **evaluation** should be set out.

Sustainable development is introduced as a **lifeskill** applicable to other units in **Skills for Independent Living**, specifically, Enterprise and Innovation, Managing Your Resources, and World of Work.

The amount of time allocated to this unit is indicated as "up to 5 hours." The decision as to how much time would actually be spent is based upon the **needs of the class** and the **previous learning experiences** of the students.

UNIT 1: INTRODUCTION - SKILLS FOR INDEPENDENT LIVING

1.0 Introduction

MAJOR OBJECTIVES: To accept responsibility for a comfortable learning atmosphere.
To establish individual goals and course directions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
1.1 recognize the importance of a positive classroom learning atmosphere	Participate in an activity to learn the names of everyone in class.	Lead students in a discussion about the importance of a positive learning atmosphere and their role. Respecting others and working together can begin with learning each other's names. (Please see Appendix for suggestions. As a member of the class, the teacher can participate as well.)
	Participate in a series of activities which encourage interaction.	A regular schedule of short activities encouraging students to interact with each other could be set up at some point.
1.2 understand the purpose of the course	Discuss the purpose for the **Skills for Independent Living** course.	Present information on this course. **Skills for Independent Living** is designed to • consider and assess their abilities

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• consider other courses and other life experiences as a possible framework for learning • explore possible traditional and innovative career paths and future occupational options • examine the importance of managing one's resources • practice decision-making skills • practice setting priorities learn about the importance of personal, family, and work relationships • determine how their personal characteristics affect their learning and decision-making skills • test their ideas, hopes, and aspirations in a comfortable, non-judgmental environment
1.3 recognize which ideas, concepts and goals are priorities in their lives	Reflect on what you hope to achieve in this current school year and in the future. Record these thoughts in a personal priority plan.	Encourage students to think about their future and why it is helpful to look ahead. Have students create a personal priority plan. This may be recorded in a journal if "Journal Writing" has been chosen as an activity, or recorded in a way so that additions may be made as the year develops.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Develop a class list of topics and issues that would form part of the course content.	Encourage students to see **Skills for Independent Living** as an opportunity to help them meet personal goals. They may need help in understanding that this opportunity also implies responsibility, careful decision making and commitment on their part.
1.4 understand the possible approaches to be used with the course, and students' roles in helping determine these approaches	Describe methods of learning that are most useful, and why. Describe methods of evaluating what is learned.	Briefly discuss the wide variety of learning methods. The concept of learning styles could be mentioned here (see Unit 3, 2.0 Learning Styles). Students learn in different ways, have many different interests and abilities and, therefore, may be doing different things at the same time. Students have opportunities and responsibilities to help determine how the class proceeds. Discuss that there are many ways of evaluating how a student learns. Please see Appendix for some suggestions on evaluation. The overview also contains guidelines on evaluation.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss how evaluation is useful and why.	Methods of evaluation will probably be some combination of teacher and student judgement but the criteria should be clearly stated. Students need to see the validity of evaluation beyond "the mark." This approach gives focus to further learning.
1.5 recognize the implications of taking responsibility for these choices	Discuss advantages and disadvantages of students making decisions about what and how they learn. Develop guidelines for both student and teacher roles.	Encourage them to see that participation in these decisions and actions is a lifeskill. This means taking responsibility for themselves, for what happens in their lives, and how they affect others. As such they take on ownership for their own level of challenge, achievement and commitment. These concepts will need frequent reinforcement throughout the course. Suggest that students be prepared to grow, and to participate throughout the course in decisions/actions regarding • course content • learning activities • classroom management

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• methods of evaluation • arrangements for guest speakers, field trips, resource materials When appropriate, help students develop guidelines for planning and implementation of field trip/ guest speaker activities. Please see Teacher Tools for some factors to consider.
1.6 accept personal responsibility to help the teacher/class plan for the course content in **Skills for Independent Living**	Make suggestions for relevant skills, approaches, concepts, methods to be included in each unit. Keep tentative course outline and schedule developed in a safe place for future building.	Explain the units to be included in **Skills for Independent Living** and the rationale. Write on an overhead or chalkboard the suggestions made by the class. Remind students to keep in mind individual and collective goals, needs, interests, and knowledge as they think about what **Skills for Independent Living** should include. Encourage students to take some responsibility for their own learning by including their suggestions. Students may wish to work at this in groups. If necessary, review

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		"Guidelines for Working in Small Groups" (Teacher Tools). More detailed planning with the class may be necessary at the beginning of each unit. The Teacher Tools includes "An Approach To Unit Planning with Students."
1.7 understand the meanings of the basic curriculum terms of enterprise and innovation	Develop definitions, in small groups, of the following terms • enterprise • innovation • initiative	Have students work in groups and begin with their own definitions based on present knowledge. They should also use other resources such as the dictionary. They could describe examples for each from resources, experience, people they know. Please see Appendix: **Enterprise and Innovation — An Approach to Life.**
1.8 appreciate the potential of enterprise and innovation as life- skills	Discuss how these concepts might apply in **Skills for Independent Living**, and as lifeskills.	Students may need guidance in understanding how these terms will be used and applied in **Skills for Independent Living**, and as lifeskills.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.9 appreciate the nature and significance of sustainable development	Brainstorm the term "sustainable development" — its meaning and implications.	Review techniques of brainstorming: listing words and ideas that come to mind; evaluating each after the initial listing is completed. Please see Teacher Tools.
	OR	
	Write a brief pre-test on sustainable development to help focus on existing knowledge.	Determine level of existing awareness of sustainable development.
	Participate in a classroom discussion on sustainable development.	Have students participate in a plan to • make use of existing knowledge and extend it • learn from each other • find out what is being done locally in respect to sustainable development • consider how people can apply sustainable development guidelines in everyday life, individually, and collectively
		See Appendix for further information on "Sustainable Development."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.10 recognize how enterprise and innovation may assist sustainable development	Discuss how enterprise and innovation could help to solve the problem of sustainable development.	Explain that students will have an opportunity to pursue an innovative project of their choice in Unit 2: Enterprise and Innovation. They may wish to work on one of the challenges of sustainable development. If their choice is in some other area, the venture will need to satisfy applicable guidelines of sustainable development.
1.11 integrate the course concepts discussed in this unit into a plan of action for the class	Review concepts and ideas developed so far.	Concepts and ideas developed so far include • importance and definition of a positive classroom atmosphere • the need for student input, responsibility and cooperation in planning, implementing and evaluating • factors that contribute to an innovative, productive class • the need for sustainable development
	List positive aspects of the class and classroom.	Give students some examples of creative ways that improvements are made. For example, sit in a circle rather than rows of desks,

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List needs or problems within the classroom setting. Brainstorm possible solutions that could be implemented. Summarize recommendations in a classroom code or set of ground rules.	elect a chairperson to call the class to order, brainstorm and implement solutions to such examples as graffiti on the table and lunch garbage. Hold a classroom meeting (see Teacher Tools) to solve management problems. Explain that looking at things in new ways is innovative. When deciding on the new classroom code, emphasize the importance of each individual within the class. Have students record the code and make a class poster. The code could include guidelines regarding • physical setting • behaviour of students within the class • classroom management and organization • roles and responsibilities of teachers and students

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Answer the question "What can I do as a student in order to make **Skills for Independent Living** most useful to me? Useful to others?"	Small groups might work at the various stages of developing the code. Decisions will need to be made on implementation and consequences for violation.

UNIT 2: ENTERPRISE AND INNOVATION

UNIT 2: ENTERPRISE AND INNOVATION

GENERAL INFORMATION

It is imperative that the potential of human intelligence, **ingenuity and conscience** be fully tapped as:

1. the lives of individuals, communities and nations become more **complex** and **interwoven**
2. human existence increasingly **impacts** upon the health of the **environment**

The unit on Enterprise and Innovation encourages students to tap their individual and collective **creativity and initiative in any aspect of life.**

Enterprise and Innovation

The following terms are used frequently throughout the curriculum. Their meanings tend to vary in general use depending upon the resource or the individual. For use in the **Skills for Independent Living** curriculum they are defined as follows

Enterprise

- an **undertaking**, especially one which involves activity, courage, energy, or the like; an important or daring project
- the character or disposition that leads one to attempt the difficult, the untried, etc. (**Webster's Dictionary**)

Innovation

- a change made to the established way of doing things (Liepner, DeJordy, Schultz, **The Entrepreneurial Spirit**.

Entrepreneurship

- involves the **recognition of opportunities** (needs, wants and problems) and the **use of resources** to **implement innovative ideas** for new, thoughtfully planned ventures. (**User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**, Canadian Foundation for Economic Education, p. 11).

Note: Profit may be a motive for enterprise, innovation, and entrepreneurship. However, in **Skills for Independent Living**, the focus is also on school and community improvements a well as personal and family innovations.

Spirit of Adventure

- "entrepreneurship" comes from a French word meaning "to undertake"

- an opportunity to take **one's own set of initiatives**, not just wait for life to "happen"
- an **empowering attitude**, set of **behaviours** and **skills**
- a way of looking at the world, dealing with **problems** and perceived **needs** as **opportunities** for improvement
- capability is within each **individual**
- a **calculated** risk
- a **creative** approach to an old or new problem or need
- approaching a need/problem as an opportunity to **learn/grow** rather than in terms of what can be lost

Most of the currently available resources refer to entrepreneurship; every school has been issued a copy of the kit, **Entrepreneurship for Canadians: The Spirit of Adventure**. Most of the examples of entrepreneurial ventures in the references are those that affect society. Relatively large numbers of people are referred to as a "market" whether they be commercial or non-commercial. As such, **enterprise, innovation, and entrepreneurship** play a crucial role in **adapting** to the **changes** in our society and in our world.

At the same time, the **health and well-being** of **individuals, families and other small groups** must be recognized as an important base. That same **spirit of innovation** can be applied to **personal challenges, family problems, social relationships, workplace and classroom needs** in everyday situations. Please see

- Appendix, Innovative Approaches to Personal Needs and Problems
- **Entrepreneurship: Creating a Venture**, Mrs. Chang's class, parts 1-4, pp. 157-166

Skills for Independent Living, therefore, encourages the spirit of innovation and enterprise as a **lifeskill**: a creative approach to meeting needs and solving problems in **any aspect of life**. This may apply to a **commercial** venture or a **social** venture involving an individual, a group, a government. It also includes a **personal** venture, project or enterprise.

Some Ideas for Promoting the Spirit of Enterprise and Innovation in the Class

Students and teachers should be encouraged to do the following

- **support** each other; learn from each other
- be **adaptable** to change
- learn about **themselves**, challenge themselves
- work toward short and long term **goals**
- make careful **plans**
- be prepared for **commitment, time, energy, hard work**
- use **"hands on"** learning techniques with **student involvement and responsibility** in planning, doing, evaluating
- encourage and accept the **possibility of several answers** or solutions to a problem, question or need
- use the **community** as a resource and opportunity source
- use a **variety** of approaches
- have fun and expect **excitement**

- provide each other with frequent and sometimes spontaneous **feedback**
- help each other build **self-confidence and self-esteem**
- encourage **group and team** activities
- focus on **positive** ways to **handle** and **learn** from failure
- tap into **hopes, dreams, aspirations**, inspiration as part of the curriculum

Enterprise, Innovation and Sustainable Development

The problems and issues of sustainable development present a whole series of opportunities for innovative and entrepreneurial thought and action. Conversely, an innovative approach is an important key to solving the problems of sustainable development as well as other problems, needs, and challenges. Students are encouraged to apply both as they make decisions and plans for their learning in **Skills for Independent Living**.

Teachers are encouraged to model the spirit of innovation and the concern for sustainable development as they guide students in taking responsibility for their own learning. Teachers will need faith and confidence in themselves, their students and the program as they promote understanding and build bridges within the community to broaden the scope of the classroom.

UNIT 2: ENTERPRISE AND INNOVATION

1.0 What Is Enterprise and Innovation?

MAJOR OBJECTIVE: To extend understanding of the concepts of enterprise and innovation.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 1.0 Know the meaning of terms	Review definitions and implications of • enterprise • innovation • initiative Develop definitions of the following terms: • entrepreneurship • entrepreneur • spirit of adventure • venture • entrepreneurial opportunity • entrepreneurial idea	Review the concepts of enterprise, innovation, and initiative as developed in Unit 1: Introduction. Guide discussion as to how the class has implemented the ideas so far. Give some examples of original ideas. Tell why you would class them as such. Explain how some of these examples may have had reward such as helping others, making the community or the school or one's personal or family life better, or the creation of jobs and profits. Give some examples

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		of the classic ideas and innovations which are Canadian, see examples on pages 40-41, User's Guide, **Entrepreneurship for Canadians: The Spirit of Adventure**. Encourage students to give examples of original ideas they know about. Develop the definitions as a part of that discussion. Another alternative is to have students work in groups and begin with their own definitions based on present knowledge. They should also use a variety of resources including the dictionary. Library use may be initiated if time and facilities permit. They could describe examples for each from resources, experience, people they know. Prepare a bulletin board or collage or poster to illustrate findings.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Be aware of the various definitions of the terms regarding entrepreneurship in different resources. The video kit, **Entrepreneurship for Canadians: The Spirit of Adventure**, along with the User's Guide provides a basis for the **Skills for Independent Living** approach to entrepreneurship. Some possible definitions for the basic curriculum terms are in the Appendix.

UNIT 2: ENTERPRISE AND INNOVATION

2.0 Opportunities and Ideas

MAJOR OBJECTIVE: To apply the process of identifying opportunities and generating ideas for innovative projects.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		This unit emphasizes practise in applying innovative skills and knowledge. In order to involve each student in an innovative or entrepreneurial process, small groups may be formed according to areas of interest. Each cooperative group could be working on a different project that extends through the unit on enterprise and innovation or beyond. Their ventures or enterprises could actually be implemented or taken through to the planning stage with emphasis on the **process**. Creative thinking, being aware of one's surroundings, evaluating opportunities and ideas, researching information, careful

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		planning, calculating risk, team work where appropriate, seeking advice and assistance, learning from failure, basing decisions on factual information, acknowledging feelings, values, and commitments are processes to assess. There are opportunities for sharing the venture as the culminating event. **Enrichment or Challenge Option for Students:** Encourage group members to contact local entrepreneurs, business leaders or appropriate others for guidance and support. Some may be willing to come to the class and to help in other ways. In order to make the sharing sessions more meaningful, exciting, and innovative, encourage the group to invite parents, the local media, a school board member, the principal, the superintendent, and a local business development representative.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Special Needs students can be accommodated by ensuring that they are included in groups which are comprised of a cross-section of students. Teachers may find it helpful to model ways in which all students can be encouraged to contribute to a group.
2.1 distinguish between an opportunity and an idea for innovative enterprise	Discuss key words "opportunity" and "idea" giving some examples.	In a large classroom group, refer to definitions of "opportunity" and "idea." See Appendix for examples.
2.2 recognize conditions that may create opportunities for innovation	Create an opportunity or idea chart including any opportunities identified earlier. Categorize in the appropriate areas of opportunity: global, national, community, school, farm, workplace, personal growth, relationships.	The Opportunity-Idea Chart in the Appendix may be used as an overhead or for teacher reference. Students begin with a blank copy. Flexibility is encouraged. For example, the class could determine the categories, depending on local circumstances.

OBJECTIVES	SUGGESTED STUDENT ACTIVITY	TEACHER NOTES
		Video programs 3 and 4, **Entrepreneurship for Canadians: The Spirit of Adventure** is a useful reference for this theme. The User Guide has some helpful activity suggestions as well. Continue to help students extend their innovative thinking to the areas of personal growth and relationships in everyday situations. See "Innovative Approaches to Personal Needs/Problems" (See Appendix). The following references are also helpful **Entrepreneurship: Creating a Venture**, pp. 106-114, 156; Mrs. Chang's Class, Part 1-4, pp. 157-166. **Innovation and Entrepreneurship**, p. 35 **The Entrepreneurial Spirit**, pp. 88, 89, 128-132 **Entrepreneurship: The Spirit of Adventure**, pp. 178-182, 189-204.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Brainstorm a list of innovative enterprises or entrepreneurial ventures.	The class group may generate more suggestions if they consider what "bugs" them or what is missing regarding school, workplace, community, personal growth and relationships. This may help them to identify opportunities in problems, needs, or gaps which require innovation and skills to solve. A brainstorming approach in which all suggestions are accepted encourages creative ideas. The suggestions generated in this initial activity may be the basis for an entrepreneurial or innovative group project. Student projects may be done in groups or as individuals. One way to start is by considering the variety of areas for opportunities (individual, family, class, school, community, nation, world) and to list needs, problems, and challenges. Stress that all ideas must be in line with sustainable development guidelines, if applicable.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss national or global opportunities.	Depending upon the class, students may also wish to explore national or global issues. Some of these might include transportation health care, natural resources and sustainable development, energy agriculture, and communications. Also, see Transparency 1.1 - Challenges and Changes Facing Canada, **Entrepreneurship for Canadians: The Spirit of Adventure**, p. 37
2.3 assess the viability of innovative and entrepreneurial opportunities and ideas	Discuss opportunities identified in the chart. Choose one or more as the most important within each category, keeping in mind sustainable development where applicable. Develop a realistic checklist to evaluate opportunities and ideas.	Help students to develop a realistic checklist for assessing all kinds of opportunities and ideas. (The checklists in the resources which are listed on the next page could serve as starting points.) Innovative enterprises in the area of relationships/personal growth may require some different questions. Stress the need for sustainable development when looking at opportunities and ideas.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Note: Ideas must relate to opportunities. Emphasize the important role of innovation and creativity. **User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**, p. 84, 115 **Entrepreneurship: The Spirit of Adventure**, pp. 206-230 **Entrepreneurship: Creating a Venture**, pp. 149-150 **The Entrepreneurial Spirit**, pp. 142, 162
2.4 propose the area of opportunity that will be the basis for each group's innovative enterprise	Select an individual or group project.	From the chart and previous thinking have each student select an area or category of most interest, importance, and concern. Groups may be formed on the basis of these choices though students may also work on an individual basis. For **Special Needs students** it may be useful to encourage groupings which include a wide range of students. Re-emphasize ways to

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		encourage contributions by all group members. Help students develop some guidelines and expectations for the group project. Suggest some of the activities which could be planned for the preparation and presentation of their group project. Devise ways in which the class may come in contact with local, accessible, commercial and non-commercial entrepreneurs, and innovators. Contacts may be made through the chamber of commerce, the local business development group, the town council, municipal council, and local Junior Achievement groups. **Note**: Few, if any resources include the area of personal growth, relationships, and everyday situations. Students choosing these may need extra assistance in adapting the information given in the resources listed. You may wish to involve other staff in helping students who choose projects in their related areas.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Evaluation: Have students develop a means of evaluating the group project(s). Try assigning each group the responsibility of developing a marking instrument. If appropriate, have a class discussion where each group presents its marking format. The evaluation instrument(s) can be adapted/adopted from the group's suggestions so that students have the mark breakdown at the beginning of the project. Some processes to help students are listed in introductory teacher notes at the beginning of this theme. For other ideas on evaluation, see Appendix Unit 1: Introduction.

UNIT 2: ENTERPRISE AND INNOVATION

3.0 Value of Enterprise and Innovation

MAJOR OBJECTIVES: To appreciate the importance of creative thinking and innovation in business, social, and personal circumstances.
To appreciate the value of innovative approaches in solving the problems of sustainable development.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 3.1 acknowledge the contributions of entrepreneurial and innovative thinking to all aspects of society	Identify examples of contributions by local entrepreneurs and innovators from school, business, community, sport, and other facets of life.	Refer to the list of Contributions of Entrepreneurs to Society, p. 43, **User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**. Record the examples identified by students. Recall the examples from the Program 1 video and p. 40, **User's Guide**. Give some local examples to help students begin to recognize and appreciate the achievements of local innovators. Stress the idea that examples do not have to be commercial ventures which have

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		generated huge profits and many jobs. Try to include examples from the schools, local communities, and individuals. **Enrichment or Challenge Options for Students:** Encourage students to contact local business and community leaders to come to the class, to be interviewed, or to hold discussions with the students.
3.2 propose innovative solutions to everyday problems, needs, or wants	Brainstorm examples of creative and unique uses for simple articles around the home, workplace, farm, or school. Propose a variety of innovative solutions and evaluate possibilities.	**User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**, pp. 112-114, provides some background for innovative thinking. Highlight uses for items for which they are not originally intended. For example, bicycle wheels on a garbage container, a portable dishwasher, gutted and used as a portable workbench, ribbons for shoelaces when you are out of the real thing, trouble light used to keep your motor warm when the blockheater fails.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Identify examples of opportunity (i.e., needs, problems) in relationship and personal issues where innovative thinking and doing could be helpful.	Some examples include • providing quality care for young children • finding ways to complete homework on time • learning a special skill • making school more successful/ satisfying • improving a troubled relationship Specify that most things students read and hear about innovation and entrepreneurship do not include examples of opportunities in the area of personal growth and relationships. Please see Appendix, Innovative Approaches to Personal Needs/ Problems. Encourage students to give other examples. This helps them to realize that they and their families and neighbours are in many ways entrepreneurs and innovators. To encourage creative and divergent thinking, encourage choice in how students express what they are learning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Some students might prefer to give a one-minute talk or role play or do an art project or write a short article or prepare a bulletin board on an innovation or entrepreneurial venture.
3.3 evaluate positive and negative effects of innovative projects	Develop a short list of questions or a chart to rate positive and negative effects of an innovative enterprise. Identify fairly recent innovative and entrepreneurial projects. Rate the projects as to their positive and harmful effects.	Explain that while many innovations have positive effects on our lives, the economy and the environment, some effects may be harmful. (See pp. 153-154, **Entrepreneurship: The Spirit of Adventure**.) Students should consider aspects of life affected, numbers of people affected, long- and short-term effects, and ways of avoiding or mitigating harmful effects. You may wish to have students find examples in daily newspapers, current journals and magazines, television news.
	Determine possible negative and positive effects of individual or group projects, evaluate choice of project, determine if any modifications are needed.	Some students may choose to arrange an interview or organize a debate on an issue which may be either positive or negative in its impact on the environment, the economy, people's lives.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 recognize the potential of innovation as an approach to sustainable development	Review the issues of sustainable development.	If students are well aware of the need for innovation in working toward sustainable development, a brief recollection or re-emphasis may reinforce the concept further.
	Role play different approaches to solving a high priority issue.	Different approaches may include innovative thinking, relying on the "tried and true" and tunnel vision.
	Evaluate the different approaches presented.	Individuals and groups may opt to share plans for innovative projects with the class, indicating how each satisfied sustainable development guidelines if applicable. Students might contribute innovative ideas, if appropriate, to each other. Have students invite a community person to speak on the pressures of development on the environment and the need for innovative approaches. The visit may also be tailored to the needs of student projects.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.5 understand the value of entrepreneurship education		Bodell's **Entrepreneurship: The Spirit of Adventure** (pp. 42-43), lists four predictions for the future and how an entrepreneurial attitude helps. • The rate of change will continue at least at the current pace. • We will face more complex challenges. • We will need to be more willing to accept change. • Our degree of skills, knowledge, and understanding will need to increase in order to deal with change.
	List the ways society benefits from entrepreneurial education.	Discuss this resource with students keeping in mind activities and student projects. Encourage students to bring or produce current items for the bulletin board.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Recent statistics show that new jobs in Canada are more often provided by small companies of less than 20 people. Also of note is the increasing proportion of self-employed people in the Canadian labour force. Some examples you may use for discussion include • school • local community • province or country • global community The local federal employment office can provide students with up-to-date statistics.
	List, in small groups, benefits to oneself. Present a priorized list to the class.	Also, reinforce the need for innovation in approaching sustainable development as well as in personal problem solving.

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UNIT 2: ENTERPRISE AND INNOVATION

4.0 The Process of Innovation

MAJOR OBJECTIVES: To apply the process of innovation and entrepreneurship.
To recognize that related skills and characteristics can be learned and developed.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers and students are encouraged to continue planning and implementing theory work in conjunction with individual and group enterprises or projects; flexibility is therefore necessary. Program 2, **Entrepreneurs for Canadians: The Spirit of Adventure** along with selected activities from the **User's Guide** is a useful resource.
Students should be able to		
4.1 understand the process of innovation and entrepreneurship	View video Program 2 in whole or in segments. Discuss "The Entrepreneur's Dozen" sheet.	The process of entrepreneurship as indicated in Program 2 is described as "The Entrepreneur's Dozen" (see Appendix). Help students to see that these key steps are in no

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		particular order, and that they can apply in varying degrees to any innovative enterprise. Clarify meanings and review the role of innovation. Case studies from Program 2 may be used to illustrate the key steps, and the importance of innovation in the process. **Note:** The parallel with the decision-making and problem-solving process that students may have studied in other courses. (Also see Theme 2, Unit 6.) Entrepreneurship emphasizes **innovation** in looking for alternative solutions. See **Entrepreneurship: The Spirit of Adventure**, R. W. Bodell, G. W. Rababior, L.W. Smith (Harcourt Brace Jovanovich, Toronto, ON, 1991).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Contrast and compare the project to date with "The Entrepreneur's Dozen" lists. Determine the steps still to be done and make tentative plans in consultation with the teacher.	Have each individual or group examine the present stage of the innovative enterprise, comparing with "The Entrepreneur's Dozen" to see what has been accomplished to date. Whenever possible, acknowledge the efforts of students to be innovative and take initiative in project planning and implementation. Confer with each group or individual to determine accomplishments and tentative plans.
4.2 know skills and characteristics helpful to the process of innovation/entrepreneurship	Brainstorm a list of skills and characteristics that would help people to be innovative.	As a prelude to brainstorming, suggest students recall or review segments from Programs 1 and 2 dealing with skills and characteristics that are helpful to entrepreneurs. They can also keep in mind case studies, experience and class discussions about innovation and entrepreneurs.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Compare new list with those provided from **Entrepreneurship for Canadians: The Spirit of Adventure**, adding/adapting as required.	Provide copies (see Appendix) or show transparencies of • "The Top Ten" characteristics of an entrepreneur • a list of skills important for successful entrepreneurship Help students to see that these characteristics and skills apply to any innovative enterprise. (Probable exception: relationship and personal projects may not involve skills in marketing, financial planning or financial record-keeping.) Encourage students to use their own wording and additions to make the project meaningful to them.
	Prepare a case study or role play an innovative enterprise. Share the value and use of several skills with the class.	Have students work in small groups. Encourage students to use a case study or role play of an innovative enterprise and discuss the value and use of several of its characteristics and skills. Share with the class.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		If necessary, several characteristics and skills may be assigned, chosen by each group, so that all of them on the list are covered in the ensuing discussion. Provide some examples of appropriate case studies (see **User's Guide**, resource books, Appendix case studies).
	Work on the innovation project.	Each individual and group proceeds with the ongoing innovative enterprise • keep in mind tentative plans made previously • determine which characteristics and skills are most important to the project; plan and implement Emphasize that few, if any, have **all** of the characteristics and skills on the list but that they can be learned and developed. Team work, a skill itself, is also a key to a broad base of characteristics and skills. Encourage students to work on those skill areas that they might

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		have been missing so far. Examples might be: communication, research, goal setting, team building.
4.3 recognize two or more personal characteristics and skills that are classified as innovative	Describe skills and characteristics demonstrated by class members.	Have students acknowledge skills and characteristics seen in each other during class and group work. Explain that every individual has the potential to be innovative. During project and class work, acknowledge the innovative skills and characteristics that individual students have displayed. Find at least one example for every student. Encourage students to do the same for each other. Depending upon the students in the class this sharing could be done as a class, or on an individual, casual basis.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Work through one or more questionnaires.	Please see Appendix. Before students use these questionnaires, discuss with the class if changes or additions need to be made to measure **innovation** as well as **entrepreneurship**. Have students complete these individually. • Am I An Entrepreneur? • Entrepreneurial Skills: A Personal Reflection Individuals could recall situations they have solved in innovative ways. **Note**: The needed characteristics and skills. Other resources listed for this unit contain further suggestions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Record in the journal two or more personal characteristics and skills that are classified as innovative. Write about how these strengths are used in every day life.	During their project work, encourage students to consider how to use individual strengths in developing innovative enterprises.
4.4 recognize that the skills of innovation can be learned and developed	Brainstorm in small groups ways to improve and develop one characteristic or skill. Share with the class.	Re-emphasize that the characteristics and skills related to innovation can be learned and developed; that many of them relate to those life-skills encouraged in other courses, for example Language Arts, Home Economics, Physical Education. Suggest that students take an innovative approach. They may include where to find information, specific resources, everyday efforts and approaches, classroom guidelines. They might consider some exercises from **Key Skills: Enterprise Skills Through Active Learning** (14-16), C. Johnson, S. Marks, M. Matthew, J. Pike, 1987, Hodder & Stoughton, Toronto, (photocopying permitted in schools).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Some students may wish to draw up their individual self-assessments and resulting personal growth plans for building their innovative skills. Such a plan may become part of an individual innovative enterprise. It may be useful for students to develop a grid or checklist of "Activities and Habits and Attitudes that Promote My Growth as an Innovator." This could contain such headings as • Classroom Cooperation • Team Contributions • Homework Completed • Group Leadership • Volunteers to Help • Time Management

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Choose one skill to improve. Write a plan for improvement of this skill in your journal. Keep a record of improvement in a journal.	Ask students to consider whether the skill or characteristic they have chosen related to their personal goals determined at the beginning of the course. Model the activity by choosing an innovative characteristic or skill to improve. Share the plan with the class. Give students the opportunity to share their plans, particularly if the class is able to be supportive in some way.

UNIT 2: ENTERPRISE AND INNOVATION

5.0 Maintaining a Balance

MAJOR OBJECTIVE: To recognize the importance of acknowledging all aspects of one's life when planning an entrepreneurial venture.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Some innovative enterprises may not be as time, energy, and money consuming as entrepreneurial ventures tend to be. This theme refers mainly to entrepreneurial ventures. The same ideas, however, would apply to any time, energy and money consuming enterprise. Sometimes personal lives of the participants in a public venture are not acknowledged in the plans or the implementation. This oversight may then affect involvement, personal fulfillment, and ultimately the success of the venture.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 5.1 recognize that an entrepreneurial venture may be time, energy, and money consuming	Participate in a discussion on keeping track of one's personal life during a time, energy, and money consuming venture.	Conduct a brief class discussion on keeping track of all aspects of one's life — value system, lifestyle, social responsibilities to the environment and to other people — during the development and operation of a business venture. **Example**: The student innovative enterprise(s) must satisfy guidelines for sustainable development. Example: One of the five young entrepreneurs from Chewter's Chocolates (**Entrepreneurship For Canadians: The Spirit of Adventure**, Program 5) did not attend to his new marriage. Is this a sacrifice the couple expected or wanted to make?
	Invite or visit one or two local entrepreneurs.	Visiting entrepreneurs will need lead time to consider questions being asked. Students may need assistance in arranging this activity.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Develop questions for visiting entrepreneurs • Individual questions • Group questions	Lead students in the development of questions. Keep in mind the following • expenses of the venture • time and energy required • effects on family and social life • relationship to one's value system • personal well-being and fulfillment • relationship to one's social responsibilities to the community, society, and environment. For example, does the venture promote sustainable development? Does it take into account the needs of others? A list of general questions could be developed through group work and class discussion. Individuals may also have specific questions. Upon teacher approval, the questions could be given to the visitor ahead of time.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.2 understand the aspects of living that would make up an individual's personal balance	Refer to personal goals clarified at the beginning of the course.	Common desires may include: a reasonable income, a measure of security, health, good friends, a happy family, a home, satisfaction and personal challenges, some excitement, travel, new experiences, piece of mind, a positive contribution to sustainable development (Bodell, et al, p. 45).
	Work through Personal Profile 3: Lifestyle Preference Classification.	See Appendix: Personal Profile 3: Lifestyle Reference Classification. Provide opportunities for sharing and discussion.
	Write in journals about aspects of your present and future life, including the maintenance of, and the willingness to make personal sacrifices.	Emphasize that people's values and lifestyle preferences may change throughout life. Also note that people may decide entrepreneurship does not fit in with their value preferences at a given time and that there are many other ways to be innovative.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	If appropriate, share some of these ideas with the class. Evaluate the ongoing innovative enterprise and how it fits with one's own personal balance.	Give students an opportunity to build in the concepts of **balance** in the next theme, **Planning For Success.**

UNIT 2: ENTERPRISE AND INNOVATION

6.0 Planning for Success

MAJOR OBJECTIVE: To accept the importance of planning in order to move successfully from idea to reality.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		As usual, teachers and students will need to assess the interests, skills, and projects of a particular class to determine the direction and emphasis for this theme. Objectives and activities can be adapted accordingly. Planning is a continuous process of thinking through and writing down • possible problems and ways to avoid or solve them • a detailed outline of how all aspects will function • a clear statement of goals and objectives

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
6.1 analyze problems which arise for innovators and enterprises	View video Program 5. Discuss problems arising from innovative ventures.	Program 5, **Entrepreneurship For Canadians: The Spirit of Adventure** is a useful resource for this theme. Help students to generalize the concepts to include ventures or enterprises of all kinds.
	Identify potential problems that may develop in the innovative enterprise project(s).	If appropriate, provide an opportunity for students to share perceived potential problems to allow for class suggestions.
	Consider strategies to solve any possible problems.	An example of a strategy used by McDonald's to answer concern about the environment was to change from styrofoam to paper hamburger containers.
6.2 understand the advantages of planning	Recall Video Program 5.	Some advantages of carefully, written plans include • avoids premature loss of a venture • ensures all details have been thought through

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List the advantages of planning a venture. List problems which could be encountered in their innovative project if they do not plan.	- provides a summary and a record of decisions for future use - saves time, resolves disputes - provides clear direction - encourages more thorough planning - gains the support and feedback of others.
6.3 know the essential features of a venture plan for any type of commercial or non-commercial innovative or entrepreneurial project	Discuss the key components in planning a venture.	Please see Appendix: Some Factors to Include in a Venture Plan. See further information in resources. Interested students may examine further the various types of plans used by entrepreneurs. Information is available from Manitoba Development and Tourism, Federal Business Development Bank, business groups, Chamber of Commerce and banks.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a bulletin board of the steps taken in the preparation of the venture plan.	• **Entrepreneurship**, pp. 276-281. • **Project Real World**, Entrepreneurship, p. 72. • **Entrepreneurship: Creating a Venture**, pp. 154-175. • **User's Guide, Entrepreneurship For Canadians: The Spirit of Adventure**, p. 151. Although the major emphasis is frequently placed on the **business plan** not all plans are business oriented. Emphasis should rather be placed on venture planning. Adaptations can be made to sample plans to suit a particular type of venture. Stress that planning is an evolutionary process. For example, it requires continual evaluation and re-structuring as needed throughout a project. Some examples of non-business ventures • building sets for a school play • homemade rockets to launch on "spirit day"

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• recycling containers: paper, glass, metal • others previously mentioned.
6.4 formulate ways of including important aspects of life for each individual involved in a venture	Discuss possible adaptations of plans for non-business ventures. Revise the basic plan to acknowledge personal life, values, commitments, goals of each person involved, and sustainable development.	Discuss unique features of the following ventures: family, partnership, "sole."
6.5 apply information and attitudes learned about venture planning to group/ individual ventures	Each group prepares written venture plan as the basis for their chosen venture.	As students prepare venture plans, encourage them to review their thinking regarding possible problems and solutions for each group's venture. This plan is done best in groups or by one person. Continue working with group(s) to encourage individual contributions of each member.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Participate in planning for the evaluation, implementation and conclusion of the venture.	Encourage students to formulate realistic plans with a format best suited to their particular venture. This includes some means of acknowledging • each individual's personal life, values, commitments, goals • the need to satisfy, if it applies, guidelines for sustainable development Encourage students to use their journals for short term individual ventures, responses, and thinking processes regarding their ventures. As indicated earlier, each innovative enterprise may involve a different conclusion. Some enterprises may • actually be implemented, and become a reality • go through all planning steps, but be prevented from being implemented by constraints • complete the planning steps, but conclude that the venture is not viable

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Plans, completion dates, and future time involvement will, therefore, vary. In any case, encourage students to draw carefully thought out conclusions. Suggest that they look at problems or mistakes as opportunities for learning, and perhaps innovative ideas. As previously indicated, teacher and students need to plan evaluation techniques at the beginning of the project.
6.6 recognize the need to evaluate progress and plans during a venture, and to replan accordingly	Discuss ways to work toward successful venture plans.	Help students in groups or individually to list all the possible sources of help or consultation. Use the bulletin board to highlight the wealth of material available from government and financial institutions.
	Devise a checklist for use in the monitoring of progress in the venture plan.	Illustrate the importance of networking. Point out the power of using a group for creative problem solving.
	Model the checklist on the stages and special aspects of the plan.	Help students to prepare a simple grid to monitor their progress and success of the venture plan.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.7 know contacts within the school and the community as a possible resource for information, opportunity, mentorship	Participate in decisions and plans regarding community contacts. Decide how and with whom the class venture plans will be shared. An option is to share the venture plan and checklist in a meaningful and creative manner with school and community people.	Ask students to share venture plans and checklists with the community to help develop contacts, lend validity to student work, motivate students and build bridges. If several classes within a school are involved, coordination of this effort is helpful. The nature of the venture also suggests the degree of sharing and with whom. Sharing after the ventures are completed may also be appropriate. Ensure that each member of a group has the opportunity to contribute in some way. Consider including self assessment of individual contributions as a group member. If appropriate, suggest that the students invite parents, the principal, superintendent, school board, local business people, local civic and social leaders, media people, school newspaper.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Note: This is an excellent opportunity to develop collaborative group process skills and cooperative learning habits. Other ideas for evaluation • Student evaluation combined with teacher evaluation – proposed group venture – individual evaluation of proposed individual venture • Assignment (for teacher marking) – brainstorm possible ventures on the board – pairs, groups or individuals choose one venture and submit their proposal based on all information covered in this unit

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• **Quiz**: List a number of possible ventures on the board – individual students select one and in that period submit in writing their venture proposal based on information covered in this unit

RESOURCES: UNIT 2, ENTERPRISE AND INNOVATION

Canadian Foundation for Economic Education. **Entrepreneurship for Canadians: The Spirit of Adventure.** Toronto: CFFEE, 1990.

- a video kit including six programs
- contains User's Guide (G. Rabbior, J. Lang)
- each Manitoba high school has been issued this kit

Bodell, R. W., Rabbior, G.W., Smith, L.W. **Entrepreneurship: The Spirit of Adventure**. Toronto: Harcourt, Brace, Jovanovich, 1991.

Rabbior, G.W., Smith, L.W. **Entrepreneurship: The Spirit of Adventure**. Teacher's Guide. Toronto: Harcourt, Brace, Jovanovich, 1992.

- the text and teacher's guide feature a correlation with the video series, **Entrepreneurship for Canadians: The Spirit of Adventure**.

Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for Highschool Students**, Module IV, 1991.

Johnson, C. Marks, S., Matthew, M., Pike, J. **Key Skills: Enterprise Skills through Active Learning** (14-16). Toronto: Hodder and Stoughton, 1987.

- photocopying permitted in schools

Ashmore, M.C., Fischer, L.M., Rippey, G., Southwick, I.W., Zlotnich, L.A., Douthitt, F. **Risks and Rewards of Entrepreneurship**. The National Center for Research in Vocational Education, Ohio State University. St. Paul, Minnesota: EMC Publishing, 1988.

Druckner, Peter F. **Innovation and Entrepreneurship: Practise and Principles**. Harper & Row, 1985.

Kretchman, M.L., Cranson, L., Jennings, B. **Entrepreneurship: Creating a Venture**. Toronto: John Wiley & Sons Canada Limited, 1991.

Liepner, M., DeJordy, H., Schultz, M. **The Entrepreneurial Spirit**. Toronto: McGraw-Hill Ryerson Limited, 1991.

UNIT 3: LEARNING SKILLS

UNIT 3: LEARNING SKILLS

INTRODUCTION

It is important for all teachers to note that learning skills should be taught **across the curriculum**. Specific learning skills are presented here in an effort to ensure that all students have an opportunity to learn about and apply these skills. Teachers of **Skills for Independent Living** should:

- **Integrate** these skills into subject areas wherever and whenever possible, i.e., into other curriculum or into other units of **Skills for Independent Living**; learning skills should not be taught in isolation.
- Teach learning skills when **students** have a **need** for them; learning skills therefore would not necessarily be presented in the sequence outlined in this section of the curriculum guide.
- Work co-operatively with other staff members including the **teacher-librarian** on projects and activities which incorporate **life-long** learning skills.

UNIT 3: LEARNING SKILLS

1.0 Organizing for Learning

MAJOR OBJECTIVE: To appreciate personal roles in active learning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
1.1 describe positive learning attitudes	Participate in a discussion on positive learning attitudes.	Introduce and emphasize positive learning attitudes. • "I am capable." "I can take control of my own study environment." "I can succeed." • Avoid self-defeating or negative self-attitudes. • The qualities of effective students. • The importance of a conducive study environment. • The importance of physical factors, including body posture.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td>1.2 know characteristics of effective students</td><td>Develop a list: "What makes an effective student?"</td><td>May be carried out as a small-group or whole-class activity.</td></tr>
<tr><td>1.3 analyze and plan an effective study environment</td><td>Complete a T-chart: What does a good study environment sound like? Look like?
Assess their own personal study conditions.
Redesign a personal study environment accordingly by drawing a plan or picture, using cut-outs from magazines to make a collage.</td><td>Teacher models/demonstrates a T-chart as follows
<table>
<tr><th>Sounds Like</th><th>Looks Like</th></tr>
<tr><td>quiet</td><td>neat
organized
no distractions
required materials
adequate lighting</td></tr>
</table>
Provide or develop a checklist of ideal study conditions. Have students assess their needs. (See Resources List at end of unit.)</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.4 assess school or other life experiences as a source of learning and a guide for actions		Students and teachers are encouraged to use both formal and informal evaluation of school and other life experiences to extend learning and assist with future decision making. For example, as a result of a student project, the teacher may benefit by assessing that, "Most students grew through completion of their projects but many of them showed weaknesses in acknowledging sources of research. I will need to help them with that next time." A student might assess the project result as, "I learned that there are many sources of help for people who are having trouble with alcohol. I'm going to talk to my friend about looking for help." Or, "I left most of my part until the last minute. I couldn't go to the volleyball game and I didn't do it as well as I could have. Next time I've got to get at things sooner."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Constructive use of evaluation helps students develop confidence and take responsibility for their own learning and their own behaviour. It was addressed in Unit 2: Enterprise and Innovation, as an important aspect of entrepreneurship. Encourage students to • learn from successes • expect some negative feelings about apparent failures but to use them as learning experiences • use evaluation (self and/or others) as a method of learning and a guide to action in all aspects of their lives (personal, school, social, work, family)
	Recall a recent effort/test/essay in which the results were disappointing, neutral, or rewarding.	The teacher may choose to model the activity.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	• Describe feelings that accompanied the experiences. • What was learned from the experience? • Describe actions that were/could have been used to implement what was learned.	Students may work as individuals using their journals, or within small groups. If appropriate, encourage students to share their experiences stressing the importance of learning from them rather than stalling at the feelings stage.
	Develop an action plan to evaluate, learn from and act upon the results of a current experience.	Students may use current experiences in school in any course, or outside of school.

UNIT 3: LEARNING SKILLS

2.0 Learning Styles

MAJOR OBJECTIVE: To appreciate the variety of learning styles; to become aware of one's preferred learning style and to make necessary adaptations.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 2.1 understand the meaning of learning styles	Discuss: Do different people have different learning styles? What styles can we identify?	Learning styles include • auditory: learns best by listening/hearing • visual: learns best by seeing/reading • kinesthetic: learns best by doing
2.2 understand how knowing personal learning style will enhance learning	Provide examples of learning styles. Describe three learning styles.	
2.3 recognize one's own preferred learning style	Identify factors with respect to your own learning style preference by using "What do I know about my learning styles?" or "Learning Styles" exercise.	See Appendix: "What Do I Know About My Learning Styles?" or "Learning Styles" exercise.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr>
<td>2.4 recognize ways of adapting a teacher's teaching style to a student's learning style when they are different</td>
<td>Participate in a discussion on adapting learning styles.</td>
<td>Use this chart to help organize student discussion
<table>
<tr><th colspan="2">How to Adapt to Teacher's Styles</th></tr>
<tr><th>Teacher Style</th><th>Student Can</th></tr>
<tr><td>– Lecture</td><td>• Write notes
• Draw diagrams</td></tr>
<tr><td>– Put notes on board</td><td>• Draw a concept map
• Draw diagrams
• Tape and make notes later
• Say information out loud</td></tr>
<tr><td>– Discussions</td><td>• Make notes
• Draw a concept map</td></tr>
</table>
</td>
</tr>
</table>

UNIT 3: LEARNING SKILLS

3.0 Reading for Understanding

MAJOR OBJECTIVE: To apply knowledge of reading for understanding.

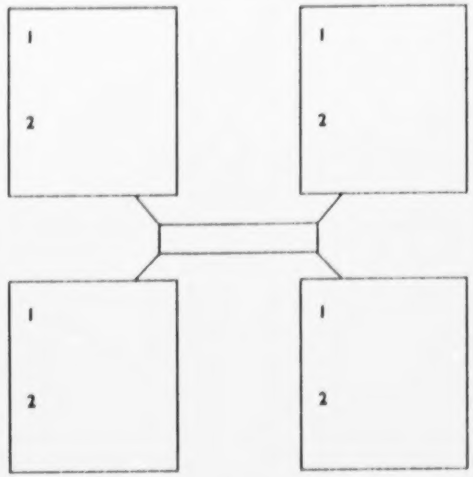
OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
		This lesson should also be integrated into all subject areas **early** in the school term.
3.1 analyze their textbook(s) and compare them to the general model of textbook organization	Identify the typical parts of a textbook as aids to learning. In small groups, each student analyzes his/her own text and then presents this analysis to other students in the group.	Teacher distributes and reviews handout (see Appendix: "Checklist for Previewing a Textbook"; "Putting a Book Together"). Illustrate this presentation by using a textbook used by all the students in the class.
	Make comparisons.	
	Do a quiz on parts of a textbook	See Appendix for Quiz "Know Your Textbook."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 understand how a reading study process (TSQ5R) enhances comprehension and retention of print materials	In small groups, apply the method to a text of your own choice, preferably one with which you are currently working.	Teacher models the process. There are a variety of reading study processes; TSQ5R is one example. Teacher continues to model abbreviated forms or variations of TSQ5R throughout the year. Teachers from various subject areas model the process throughout the year (see Appendix: TSQ5R; TSQ5R Student Handout; Asking Good Questions).
3.3 understand how signal words aid in the comprehension of content in print materials	Given supplied paragraphs, students identify the signal words and explain what purposes they serve.	Present categories of signal words to students with examples of words in each category (see Appendix, "Reading Signals"). Take paragraphs from a variety of subject areas.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 recognize 11 patterns of organization for print material	Given a variety of samples, identify the 11 patterns in print materials. Identify uses of these patterns in various subject areas: mathematics, science, social studies, language arts, physical education, home economics.	Outline and describe the 11 patterns of organizing material • cause/effect • description/narrative • comparison/contrast • definition • listing • sequence/time • problem-solving diagrams • following directions • generalizations/drawing conclusions • interpretation of special symbols • classification
	Prepare/draw a summary chart or graphic representation illustrating the 11 patterns of organization. Identify signal words for each type.	See Appendix: 11 Writing Patterns (Student Handout). Take samples from a variety of subject areas. See Appendix: "Reading Signals."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.5 analyze how organizational patterns are applied to effective writing	Given a series of exam questions, decide which pattern would be appropriate to use in answering the question. Explain how they would write a paragraph using each pattern. Identify uses for these patterns other than for school assignments (e.g., letter of complaint, telling a story, giving instructions, etc.)	All activities need not be completed by students. If time is limited select the most appropriate activity.
3.6 understand flexible reading techniques and their uses	In small groups, discuss uses for each of the kinds of reading.	Kinds of reading include • skimming • exploring • critical reading • analytical reading • study reading • scanning See Appendix for handout, "Kinds of Reading" and "Flexible Reading."

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td>Set up a summary chart: "Uses of Different Kinds of Reading."</td><td>While reading text material change reading strategy ... if another type of reading is required. Become a flexible reader.
<table>
<tr><th colspan="3">Uses of Different Kinds of Reading</th></tr>
<tr><th>Kinds of Reading</th><th>Uses</th><th>When To Use</th></tr>
<tr><td>Skimming
Scanning
Exploring</td><td></td><td></td></tr>
</table></td></tr>
<tr><td></td><td>Given a variety of types of text materials, decide
• What is the purpose of reading: Why am I reading this?
• What type of reading would I use?</td><td>Types of text materials can include: textbooks, TV guide, postal code book, newspaper articles, telephone book, magazines, cookbooks, instruction booklets/sheets.</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	• Create a summary chart as a teaching/testing tool. • List types of reading used during a specific reading.	This summary chart is a one page graphic display of all the information generated about flexible reading. Example SUMMARY CHART 

UNIT 3: LEARNING SKILLS

4.0 Note-Taking/Note-Making

MAJOR OBJECTIVE: To become aware of effective note-taking and note-making techniques and their application.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Summarization is not dealt with specifically as a major heading but is an important skill for reading texts, note-taking, memory, research skills and preparation for tests. This topic is best handled in constant application in all subject classrooms.
Students should be able to		
4.1 understand note-taking and note-making techniques and their application	Brainstorm why note-taking and note-making are important. How may notes be useful?	Note-taking is an important aid to better memory and test writing.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Identify note-taking and note-making techniques • Tips for organizing your notes. • Develop a chart summarizing ways of efficiently organizing notes.Practice note-taking techniques.	See Appendix for teacher information on "Note-Taking and Note-Making." The teacher can be flexible in choosing which note-taking technique to use. Teach one technique thoroughly before moving on to another. Teacher models the technique by demonstrating it on the board.
	Develop a chart/poster to illustrate note-taking.	The most effective note-taking and note-making techniques depend on research material. Students should practice note-making skills using material from one of their other courses. Teacher should help students choose the appropriate note-taking techniques: • webbing/clustering • mapping • retrieval charts • listing/categorizing • outlining • spider reports

UNIT 3: LEARNING SKILLS

5.0 **Memory**

MAJOR OBJECTIVE: To apply memory techniques to learning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to:		
5.1 understand some basic facts about memory and memory techniques	Recall	Basic topics about memory
	• earliest memory • memories from last summer • yesterday's breakfast menu • highlights of junior high • words to a favourite song	• short-term and long-term memory • distributed and massed practice • grouping • meaningful vs. nonsense material
	Discuss what factors promote or inhibit memories.	See Appendix for handout "About Memory."
	Share examples of memory techniques.	Memory techniques are
	Describe where in your studies memory is necessary and how memory techniques are helpful.	• mnemonics, e.g., acronyms, rhymes, acrostics, keyword, peg words, link method • loci method • summarization • understanding the material

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• chunking • rote learning • grouping • visualization • review • scaffolding • mapping See Appendix: "Mnemonics Tactics." Encourage students to practice memory during other committed time, for example, waiting for bus.
5.2 analyze own learning style with corresponding memory techniques	Indicate which memory techniques are appropriate for one's own learning style.	People with different learning styles will use different memory techniques. People should use their learning style strengths for memory. Student also must **choose** to remember and practice **memory** skills. Learning styles include: Auditory, Visual, Kinesthetic.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Visual learners can draw a diagram, chart, picture, or mapping notes which they will see in their mind's eye. If they are able to visualize it clearly, they are more likely to remember it. Kinesthetic learners need to find ways to be actively involved in their learning. Auditory learners read information aloud or tape record what they want to learn and then listen to the tapes.
	Create a plan of action to be used in preparation for an upcoming test (in any subject). Use memory techniques appropriate to one's learning style.	See Appendix: "Relating Memory Principles to Related Study Skills." Encourage students to implement their plan and discuss its effectiveness. The **hm Study Program** series have numerous activities relating to improving memory. See both the Student's Text and Instructor's Guide. Complete bibliography is in resource list at the end of the unit.

UNIT 3: LEARNING SKILLS

6.0 Research Skills

MAJOR OBJECTIVE: To develop efficient research skills.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
6.1 understand how to use specific library reference sources	Visit the school or local library to locate a specific reference source, e.g., Webster's Geographical Dictionary.	This theme focuses on specialized research sources. Examples • specialized dictionaries — usage, spelling, rhyming, foreign language, slang, word origins • biographical dictionaries • geographical dictionaries • atlases — geographical — historical — political • almanacs • thesauri

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask students the following questions • Where is the book to be found? • Why would a person want/need it? • How to use it? How do you find something in it? • Give five examples of topics/questions/assignments that you could find the answer to in this book. General research processes (card catalogues, Dewey decimal system, etc.) may be reviewed by an orientation to the library. Review dictionary skills. • What is a dictionary? • How is it organized? This may be done as an individual assignment or quiz.
	Use "Reference Search" and indicate which reference source could give the answers.	See Appendix: "Reference Search."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.2 understand how to use the **Reader's Guide to Periodical Literature** for research purposes	Using copies of the **Guide**, research a topic of current study.	Teacher or Teacher-Librarian presents a lesson on how to use the **Reader's Guide**. Discuss why this skill is needed. Information dates very quickly. Use of the **Reader's Guide** is one way of obtaining up-to-date information. The **Reader's Guide** is typical of other indices. If the student can use this, then he/she will be able to use other indices as well. H.W. Wilson Co. publishes a useful booklet and video "How to Use the **Reader's Guide**."
	Complete quiz on use of **Reader's Guide to Periodical Literature**.	See Appendix: **Reader's Guide** Research Questions.

UNIT 3: LEARNING SKILLS

7.0 Test-Taking

MAJOR OBJECTIVE: To recognize the importance of test preparation and effective test-writing techniques.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
7.1 gain a feeling of control over tests and examinations	Discuss feelings both positive and negative around the topic of tests and exams.	Have students answer the following questions. Do people feel nervous or anxious about tests? What does this anxiety feel like?
	Develop a chart on test anxiety/ stress.	

Anxiety and Stress	
Factors Which Contribute to Test Stress	**Possible Resolutions to These Factors**
My particular anxiety factors are	
My plan to solve my anxiety is	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss and list: What things contribute to test anxiety? How can anxiety be reduced?	Examples of things that students can do to combat stress include • create a "plan of action" (see Unit 3: 1.4) • get enough sleep • anticipate questions in advance • review • make and keep to a study schedule • set goals
7.2 develop techniques for effective test/examination preparation and writing		Techniques to be considered should include • anticipating test/exam questions • ways of answering various types of questions • following test instructions/ directions
	Make up a test based on current school work. Switch tests and discuss. Outline how the questions would be answered.	Have students practise anticipating test/examination questions by formulating sample questions. Students should devise a variety of questions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	With examples of test questions from previous examinations, identify the types of questions used. Discuss factors to be considered when answering different types of questions.	Discuss how to answer the following types of questions • multiple choice questions • true-false questions • matching questions • sentence-completion questions • essay questions • short-answer questions • reports See Appendix: "Tips for Test-Taking." • Read the whole test and make sure all parts are there. • Match value of question to time available. • Answer those you know first. • Follow directions; read the questions and decide what is being asked. For a useful reference, see Robeson, Linda, **How to Prepare for and Write Tests at RRCC**.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td>Generate a list of clue words (justify, list, identify) with definition, examples and strategies on how to answer that question.</td><td>See Appendix: Words Used to Ask Essay Questions.
This activity could be completed in chart form.
<table>
<tr><th colspan="3">Following Test Directions</th></tr>
<tr><th>Test Clue</th><th>Definition of Clue</th><th>Strategies of How to Answer Question</th></tr>
<tr><td>Justify
List
Identify</td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>Chart activities for one week. Then, ask "How can I modify these activities to make better use of time for study?"
Prepare a schedule for exam study
• weekly
• daily</td><td>When preparing a plan, schedule only 50% of the day. Schedule in blocks of time. Estimate task time and block time on daily/weekly schedules. Multiply time estimate by 140%. Example: Estimate time needed to write a paper and add 40%.</td></tr>
<tr><td></td><td>Monitor and revise the schedule as needed to ensure that it is working.</td><td>A form may be developed to assist in the process of monitoring and revision. (See Appendix.)</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make a contract (commitment) to prepare for tests: "I will do the following to prepare for tests ______________________."	Work backwards from finished task and write steps required. Estimate time needed for each step and add 40%. This process can be used for all school assignments and non-school activities and commitments.
	After exams, compare this new process to how they used to prepare, asking themselves: "How should I change/improve my study schedule for the next exam period?"	This activity may be best delivered through all subject matter teachers.

UNIT 3: LEARNING SKILLS

8.0 Unit Summary

MAJOR OBJECTIVE: To evaluate the effectiveness of learning skills.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
8.1 evaluate the application of learning skills	On a single sheet of paper, in small groups, summarize what has been learned by demonstrating how these skills have been applied in **Skills for Independent Living**, in other subjects, and to other life experiences. Write a short paper (1-2 pages) or develop a chart or web diagram concerning how the skills covered in this unit might be applied outside of school.	

UNIT 3: LEARNING SKILLS

RESOURCES

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Bugera, L., W. Christie, and A. Fast. **Study Skills 10-12**. River East School Division No. 9.

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Greenspan, Elaine. **Taking Class Notes: An Activity Book**. Portland: J. Weston Walch, 1981.

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hm Study Skills Program. The National Association of Secondary School Principals. Reston, VA.

How to Manage Your Time (video – call no. 6376); **How to Read a Textbook** (video – call no. 6379); **How to Take Essay Tests** (video – call no. 6378); **How to Take Notes** (video – call no. 6375). Rexdale, ON: McIntyre Media, 1990. (Available from Manitoba Education and Training Library.)

Levin, Myrna, and Judith Montgomery. **The Art of Successful Studying**. Richmond Hill, Ontario: Summit Educational Services, 1991.

Lobb, Nancy. **Shortcuts to Learning: A Basic Study Skills Activity Pack**. Portland: J. Weston Walch, 1985.

MacFarlene, P., and S. Hodson. **Studying Effectively and Efficiently: An Integrated System**. Toronto: The Ontario Institute in Studies in Education, 1989.

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Ohme, Herman. **Learn How to Learn: Study Skills**. (Includes series of student books). Palo Alto, CA: California Education Plan, Inc. 1986.

Pyrczak, Fred. **Test-Taking Strategies Activity Pack**. Portland: J. Weston Walch, 1985.

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Semones, J.K. **Effective Study Skills: A Step-By-Step System for Achieving Student Success**. Toronto: Harcourt Brace Jovanovich College Publishers, 1991.

Survival Skills for Students: The Video (call no. 6184). Manitoba Education and Training.

Walker, James L. **Survival Skills for Students: A Workbook of Learning Strategies**. Manitoba Education and Training, 1986.

UNIT 4: SELF-MANAGEMENT

UNIT 4: SELF-MANAGEMENT

"This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man."

- Shakespeare, **Hamlet**

INTRODUCTION

This unit is intended to improve students' abilities to successfully **manage** their lives and to **cope** with the complexities of the social environment. It emphasizes the importance of building **self-confidence** and developing **decision-making skills**.

In addressing the essential elements in self-management, this unit focuses on the following

- an understanding of **human needs** as motivators of behaviour
- the importance of **effective communication** for self-expression and relating to others
- the importance of **understanding and coping** with **feelings and emotions** in managing one's life and career
- the **nature of stress and techniques** for mastering stress
- the development of skills to **manage and resolve conflict**
- the importance of developing a **sense of oneself** as a **confident, capable, and responsible** person

An **attitude of respect** for the **uniqueness** of each individual is fundamental to the development of greater self-confidence and self-reliance. It is important that the **classroom atmosphere** reflect this attitude of **mutual respect**.

It is important for the teacher to **collaborate** with teachers of other disciplines and to encourage **student responsibility** in planning.

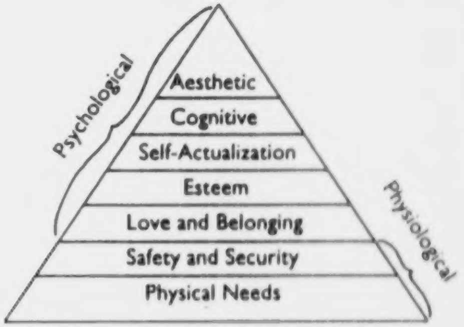
Other courses may address, within a specific focus, some of the issues in this unit. Where similarities occur, approaches should be used in each discipline that **enrich and complement** each other in order to **maximize** learning opportunities.

UNIT 4: SELF-MANAGEMENT

1.0 Understanding Human Needs

MAJOR OBJECTIVE: To understand that human behaviour is motivated by physiological and psychological needs.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
1.1 recognize basic human needs	Brainstorm a list human needs. Arrange them in a hierarchy from most basic for life to advanced.	The list could be developed by the class, or by small groups.
	OR	
	Identify the types of human needs represented in pictures.	Ask students to select pictures, cartoons, and advertisements that illustrate examples of human needs. Encourage pictorial representation of different social and cultural groups.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.2 examine a theory of human needs	Discuss a theory of human needs, e.g., Maslow. Compare the theory with the list compiled earlier. Prepare a collage, chart(s), bulletin board, or display to illustrate ways people meet their needs.	 Psychological Physiological Aesthetic Cognitive Self-Actualization Esteem Love and Belonging Safety and Security Physical Needs Figure 1 According to Abraham Maslow's model, there are major groups of human needs. These range in a hierarchy from physical to aesthetic needs. Individuals are not motivated by higher needs unless the lower needs are satisfied to some degree. **Note** • all humans have needs though the ways they are met may vary with age and from person to person, culture to culture

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• we need other people to help us meet some of these needs; other people need us • children require help from adults to meet their needs but they cannot "give back" on an adult level • behaviour is geared to meeting needs • sometimes methods used to meet some levels of need thwart other levels of need • the more needs a particular behaviour meets, the better we "like" that behaviour • needs and wants may not be the same
1.3 analyze the relationship between human needs and behaviour	Describe actions and feelings in a learning journal. Discuss what need influenced each action.	Refer students to the charts they prepared earlier to emphasize the connection between needs and wants. Have students refer to their learning journals in a later class. Ask them to consider what need influenced each action. They may wish to compare notes in small groups.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss several case studies depicting actions and behaviours. Identify the basic needs served by these behaviours.	**Caution:** Ensure that students are aware that a **learning journal is not a personal diary**. Students should be instructed that they are to make only those entries that they are able to share comfortably with others.
1.4 differentiate between "wants" and "needs" and understand the relationship between these two concepts;	Prepare a list of 10 to 15 "I want" statements. Determine whether these wants are motivated by needs, and identify the basic human need(s) which may underlie each statement.	**Note** • theories on human needs refer to "needs" rather than "wants" • sometimes the two are not the same, e.g., one may "want" a chocolate bar, and "need" a sandwich • sometimes "needs" and "wants" are closely related • if "needs" are regularly not met, serious consequences may occur • sometimes determining what is a "need" and what is a "want" requires careful judgement

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.5 understand that the meeting of needs is influenced by social and cultural factors	Invite a person who is familiar with another culture to discuss common cultural traits and customs. Prepare a collage illustrating social and cultural factors influencing how needs are met. Write a paper comparing the importance of particular methods of meeting needs in different cultures.	Suggest some possible factors to consider, e.g., clothing, traditions. Students may choose to complete a research project as an independent study.
1.6 understand the needs which are of particular concern during adolescent development	Select the human needs that appear to be of particular concern in the high school years in our society. Discuss how these needs can be addressed. Write in the journal about personal strengths and how they can be used to meet needs.	Have students identify their individual strengths and some areas that require improvements. Identify some strategies and supports to help students meet their needs, e.g., parents, teachers, tutors, friends, non-human resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write a short paper on personal goals/purpose for the future.	Discuss some of the needs related to adolescence, including the need to • have a sense of purpose in living • be accepted and belong • achieve • be independent
1.7 understand that human needs may change throughout different stages of the life cycle	Describe a hobby or interest important to someone in a different age group. Discuss • the needs that a hobby fulfills for the person. • does the interest in the hobby interfere with any of that person's needs? • does their behaviour interfere with anyone else's needs? Discuss how human needs change throughout the life span.	An independent study project could be developed on this topic. For example, students could choose an age group represented by someone they know well to research. Encourage students to see that understanding the needs of the self and of others can help improve relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Compare the various needs at the following stages • infancy • early childhood • later childhood • early adolescence • later adolescence • young adulthood • middle age • old age	
1.8 understand the interdependency of people in helping meet each others' needs	Identify the levels of human needs that • can be met through one's own efforts • depend partly upon other people	Have students re-examine the human need theory studied.
	Brainstorm a list of actions and words that help/hinder the needs of others.	Students can think about their own experiences in or out of school and share when appropriate.
	Discuss the responsibilities of individuals to • meet their own needs • help with others' needs	Encourage them to consider age and role differences/similarities in different settings (work, school, home, gym).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	In the journal record specific ways in which one • depends upon others to help meet needs • is self-sufficient in meeting needs • helps others to meet their needs Consider how these may change in the future.	When discussing the concept of responsibility, consider • infants and young children require the help of older caregivers to meet all levels of needs • growing up entails growing responsibility for one's own needs and those of others • adults cannot expect to meet their adult needs through children • healthy relationships depend upon an appropriate balance (depending upon ages and roles) in supporting each other's needs

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.9 demonstrate that **Skills for Independent Living** is about meeting one's present and future needs effectively while still supporting the needs of others	Categorize the themes within each of the units into present and future needs and the effects they may have on others. Select the five most important topics and the needs they represent.	Discuss how the units of **Skills for Independent Living** are meant to assist students in meeting their important needs.

UNIT 4: SELF-MANAGEMENT

2.0 **Self-Concept**

MAJOR OBJECTIVE: To understand the importance of developing a positive self-concept.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 2.1 recognize the importance of having a positive self-concept		Review with students the meaning of the term "self-concept." Students may have studied this topic in the Social-Emotional Well-Being unit of the Senior 1 Health Education curriculum; Home Economics also contains studies in self-concept. Explain that one's self-concept • relates closely to human needs and the degree to which they are met • mediates and regulates ongoing behaviour • is dynamic, active, forceful, and changing • interprets and organizes actions and experiences • has a motivational impact

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• responds to feedback from others and challenges from the environment
	Discuss the characteristics of someone who has a positive self-concept. Discuss the characteristics of someone who has a negative self-concept.	Lead students in a class discussion on self-concept. Have the class brainstorm examples of situations where someone exhibited a positive self-concept.
2.2 understand how self-concept affects behaviour		Suggest that students find several case studies representing positive and negative self-concept.
	Role-play behaviour that demonstrates a positive self-concept.	Have students role-play a scenario reflecting a person with a positive self-image.
	Role-play some examples demonstrating a lack of positive self-concept.	Have students role-play a scenario in which a person shows the lack of a positive self-concept. Examples are as follows • students who did poorly in a test • jealous boyfriends/girlfriends • new students in school

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 recognize that self-esteem affects relationships	Complete a learning journal assignment.	Have students write a case study about how someone's positive or negative self-esteem has affected a relationship with a friend, a relative, etc., and analyze the effects. Students might develop an independent study project here. For example, researching problems in relationships as they relate to self-concept.
2.4 know how to build self-esteem in oneself and others	Review the characteristics of someone with high self-esteem. Discuss, in small groups, how to promote self-esteem • in one-self • in others	Consider "others" as a variety of age groups. The class may wish to develop an action plan to support the self-concepts of all members. Examples might be specific activities on a regular basis, supportive responses during class discussions, etc. Relate to the classroom code, human needs. Have students share some of their answers.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Do an exercise related to supporting self-concept.	Prepare for students a page of incomplete sentences. Have students work in pairs to complete the sentences. Stress that responses are to be **positive** and **accurate**. Example • What I appreciate about you is .... • Your sense of humour is .... Other activities can abe found in the Appendix • "I am ...." • "Do they mean me?" • "I get nervous ...."
	Record in the journal ideas about how one can learn to take control over one's own self-concept.	Help students to see that taking control over self-concept becomes possible as we mature (i.e., "No one makes me feel bad without my permission"). This is particularly the case if we are aware of what affects it.

UNIT 4: SELF-MANAGEMENT

3.0 **Communication**

MAJOR OBJECTIVE: To recognize that effective communication skills are essential for personal success in expressing oneself and in relating to others.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Caution: Respect and be sensitive to students' right to privacy and confidentiality.
Students should be able to		
3.1 recognize the components of effective communication	Brainstorm the definition of communication.	A helpful resource for the topic of communication is D. W. Johnson, **Reaching Out**, 4th ed. (New Jersey: Prentice-Hall, 1990).
	Complete a true or false quiz on communication. Discuss the answers.	Design a quiz in a true or false format with questions/statements such as the following • It takes two to communicate • One has to speak to communicate • Everyone can communicate

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss what constitutes effective communication.	Have students complete the quiz and discuss answers with the class. Discuss with students that sending effective messages requires the following • using "I" messages (speaking for oneself) • making messages complete/ specific • ensuring that verbal and non-verbal messages are congruent • repeating a message • asking for feedback • giving messages appropriate to the receiver • describing one's feelings • describing the feelings of others without interpretation • describing behaviour without interpretation
3.2 recognize barriers to effective communica-tion	Discuss difficulties two people may encounter when trying to communicate.	Have students brainstorm difficulties in communication. Discuss with students such barriers as • failure to listen

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• trying too hard • inaccurate expression of thought • difficult topics • interference
3.3 apply communication knowledge in a listening/speaking/observing activity	Participate in a group communication activity.	Listening/Speaking/Observing Activity Divide the class into groups of three, giving each participant a script • **Person 1**: Talk to person 2 about something relatively important to you, e.g., an upcoming holiday, birthday). • **Person 2**: Listen to person 1 but avoid eye contact, e.g., look at the floor, ceiling, person 3). • **Person 3**: Make mental notes of your observations of person 1. Upon completion of the exercise, have persons 1, 2, and 3 take turns describing their role (script) and then their feelings. Discuss how roles and feelings determine what successful communication requires.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 analyze communication messages in a given case study	Read the case study provided.	Give students a copy of the case study presented in the Appendix: Scenario.
	Role-play or observe the scenario provided.	Have some students act out the various roles while others observe. Encourage students to discuss what they observed and felt during the role-playing.
	Interpret the role-playing using as a guide a series of questions supplied by the teacher.	Some questions to assist student discussion after the role-playing might include • To whom were the actors talking during the role-playing? (i.e., What role was taken? Was this confusing?) • How did you feel prior to the play when you were assigned the role? How did you feel during the role-playing? • Was it difficult to take on this role? Why? • Did your role change depending on whom you talked to? How?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Was your communication consistent? Were you more tactful with some than with others?
3.5 propose a case study for practicing effective phrasing of messages	Create a case study for a role-playing situation.	Students may be asked to design a communications case study to be used for role-playing on a topic of interest to them. Topics could include • First job interview for a part-time position • First day in a new school
	Role-play the case studies selected.	Select or have students choose several of the student-designed case studies for additional practice.
3.6 analyze group discussion as to effectiveness of communication	Observe classroom/small-group discussion.	In order to help with observations, a checklist may be developed by the teacher and/or students. Some considerations for a checklist are • receiver's behaviour • eye contact • body gestures (negative and positive)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write observations in a learning journal or record observations by completing a checklist.	One approach to observation of a classroom/small-group discussion is the "fish bowl" exercise. Divide the class into two groups. Instruct group A to sit in a circle and discuss the assigned topic while group B sits outside and around the circle and observes. Have groups switch roles to give everyone the opportunity to be both a participant and an observer. Do this exercise a number of times, noting similarities with each repetition.
3.7 know verbal and non-verbal communication skills	Complete an introductory worksheet on verbal and non-verbal expression.	Develop a worksheet (in a true or false format) which includes questions on verbal and non-verbal expression such as • Sharing or talking about feelings is a sign of weakness • Controlling your feelings is very important • Your body language always gives you away

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Participate in an exercise on verbal description of feelings.	Have students complete the worksheet and discuss answers. Present a series of paired statements to the class. Examples are • This is a good day! I feel wonderful about today's opportunities. • Stop driving so recklessly! Your reckless driving frightens me. Have students react to the paired statements by stating which one • describes a feeling • conveys a feeling but does not describe it
	Participate in an activity on non-verbal communication.	Discuss with students what constitutes non-verbal communication, e.g., facial expression, body posture, gestures, eye contact, use of personal space, tone of voice, clothing.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Note • when verbal and non-verbal modes are not congruent we tend to believe the non-verbal • non-verbal modes are open to misinterpretation • it is helpful to be aware of our own and others' non-verbal communication • cultures differ in their non-verbal as well as their verbal language Have students demonstrate voluntarily some examples of non-verbal communication. Examples could include • signaling for attention in a store • indicating a desire to be involved in an activity • showing great happiness
	Collect pictures showing a variety of facial expressions. Discuss a pictorial representation of different facial expressions.	Have students prepare pictures representing a wide variety of facial expressions for discussion. Have them look for a variety of cultures and groupings.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Listen to a speaker from another culture, considering verbal as well as non-verbal differences and similarities.	As an independent study, students may wish to research a particular racial or religious group on the topic of communication, personal space, e.g., Native Canadians, Arabic cultures.
3.8 understand how to build the communication skills of listening, paraphrasing, and questioning	Participate in a group discussion on listening and responding.	Provide some background information on working in groups and group dynamics. Emphasize the importance of listening, paraphrasing, and questioning. Consider the following points • You can solve other people's problems by listening and responding • Giving advice can cause problems • Knowing other people's problems can help your own life Instruct students that when discussing a problem, there are various ways to listen and respond • advise and evaluate • analyze and interpret

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• reassure and support • question and probe • paraphrase and understand
	Write or role-play an assigned problem scenario involving a person interacting with a variety of people.	Have students write and role-play a series of scenes involving two characters. The first character has a problem and he/she is seeking help. The second character is to assume a particular style of communication. All responses are to follow one format. The response formats may be • evaluative (*"That was a stupid thing to do."*) • reassuring (*"Don't worry. Everything will be fine."*) • interpretive (*"You actually did that because you hate her."*) • probing (*"Why did you say that?"*) • understanding (*"You must feel sad about that."*) The characters can be portrayals of various roles such as a judge, police officer, parent, friend (peer), teacher.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Discuss the situations presented by students.
	Role-play a scenario in groups of two.	Have students prepare an "understanding response" to the following scenario • Sometimes I get so depressed. Here I am, 15 years old and still have not dated. It's not that I haven't been asked but I never really wanted to go out with any of the boys/girls that are interested or have asked me out. All my friends are dating. But I'm not. Is there something wrong with me?
	Write in a learning journal some examples of communication skills used in daily interactions.	Have students make journal entries (to be shared in a future class) about instances where they used communication skills.

UNIT 4: SELF-MANAGEMENT

4.0 Recognizing and Accepting Emotions

MAJOR OBJECTIVE: To understand that emotions and feelings are fundamental aspects of human behaviour.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
4.1 know the meaning of the terms "emotions" and "feelings"	Discuss definitions of the terms "emotions" and "feelings."	Synthesizing students' definitions of the terms "emotions" and "feelings " develop class definitions on the chalkboard.
4.2 demonstrate increasing awareness of the range of human emotions	List as many "feeling" words as possible. Group words into similar categories. Develop a list of words describing different types and shades/ intensities of feeling.	Have the class brainstorm as many "feeling" words as they can. Have them group the words into similar categories. Try to have them develop 40 to 50 words describing different types and shades of feeling. Alternatively, start with three or four primary emotions, e.g., love, fear, anger. Ask students to list as many shades or intensities of each of these primary emotions as possible.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Emotions can be categorized as intense, mild, pleasant.
		While there are hundreds of words in English referring to feelings, psychologists believe that there are only a few primary emotions, e.g., joy, love, anger.
	Compile a list of synonyms for the term "primary emotions."	Divide the class into groups. Give each group a sheet of paper with only the name of a primary emotion on it. Circulate the sheets through all the groups asking each group to add three **new** synonyms. Display and discuss suggestions.
	Mime an example of a "feeling" (optional).	Write the names of feelings on separate cards and distribute these to individual students. Ask for volunteers to mime the feeling so that classmates can guess the answer.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Interpret emotions expressed by people in a variety of pictures.	Collect pictures of people with various expressions and have students examine them to identify emotions.
4.3 understand that emotions are linked to behaviour	Identify feelings that might be involved in a variety of common experiences. Discuss the behaviour that might result from these feelings.	Describe a variety of common experiences and ask students to identify feelings and behaviour which might be involved. The following are examples of common situations • You've been called to the principal's office but don't know why • Your best friend tells you she/ he is going out with your boyfriend/girlfriend • Your mother unexpectedly cleans your room Suggest students list some social situations and for each ask the group • "What feelings are/could be involved here?" • "How are they reflected in people's behaviour?"

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.4 understand that each individual bears responsibility for his/her own feelings	List/make a collage showing different ways people express feelings.	Feelings are a part of being human. If and how we express them varies and can be helpful/hurtful. Individuals are responsible for • how personal feelings are expressed • the environment they create for others
	Describe some situations where it is helpful to • describe feelings directly • avoid expressing feelings at the moment	Some examples of situations where description of feelings is probably helpful • to solve problems in relationships • shared experiences • political discussions • in making decisions • in expressing caring and other positive emotions Some examples of situations where immediate expression of feelings could be hurtful • in crowds, e.g., fire in a theatre • doctor, nurse to patient

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• where confidentiality is an issue • when emotions are "out of control" • when adults might teach children negative attitudes, e.g., all insects are "bad"
	Discuss possible disadvantages of holding feelings inside on a regular basis.	Possible disadvantages of holding feelings inside are • pressure-cooker effect • problems not solved in relationships • lack of understanding in relationships • problems with physical and/or emotional health • possibility of inappropriate, hurtful expression
	Discuss general guidelines for appropriate expressions of feeling. Apply guidelines to examples of real-life situations.	General guidelines might include • recognize your feelings. Ask yourself, "What am I feeling?" • is it helpful to express this feeling now, or should I do so privately at a later time?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a wall chart listing some appropriate ways of expressing feelings according to guidelines developed.	• am I "owning" these feelings and using accurate describing words for the feelings ("I" messages)? (e.g., "I feel ________ because ________." OR "I want/need ________. • is my method of expression helpful/non-hurtful to myself and/or others • does my method of expression respect the freedom, rights, feelings and dignity of others? Encourage students to recall the theme on "Communication" by being able to • use "I" messages to"own" and describe one's feelings • describe others' potential feelings without judgment
4.5 understand that emotions affect relation-ships	Role-play, in pairs, a variety of situations involving feelings. Identify the feelings portrayed in the role-playing.	Have pairs of students act out (role-play) various relationship situations. Those listed in 4.3 could be a starting point.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List some problems that occur in relationships. Analyze the degree to which difficulty in expressing feelings relates to the problems listed.	Some examples students might list • argument with a friend • abuse (child/spouse/boy or girlfriend) • substance abuse
	Record in a learning journal personal reactions to a relationship situation.	Encourage students to keep a journal of their reactions using the following format (or one similar to it) • What were the details of the event/situation? • How did I feel? • What did I do? • Did I express my feelings? How?
	Share some learning journal entries with the class (optional).	Students may share (optional) the journal entries with the class (or in small groups). Show how the feelings experienced relate to actions and behaviour.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.6 understand that society or culture influences the expression of emotion	Discuss how people learn to deal with feelings. Discuss differences in cultural or societal expectations regarding male and female expression of emotions.	Have students discuss the differences in expression of emotion by males and females as reflected in their own culture, e.g., "Boys don't cry." "It is not lady-like to be assertive."
	Interpret differences between their own and another cultural/ethnic group with respect to expression of emotions.	Invite a guest speaker from a specific cultural/ethnic group to discuss how people in that culture regard and express various emotions.
4.7 understand the relationship between thoughts and feelings	Record in a learning journal situations involving thoughts and feelings.	Have students keep a log or journal of situations according to this format • description of the event • thoughts or interpretations of the event • feelings experienced **Note**: Feelings may not necessarily seem logical.
	Discuss examples from the learning journal writing activity (optional).	Have students discuss how the feelings were related to the thoughts or interpretations. Suggest how alternative thoughts might lead to different emotional responses.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Produce a piece of work related to the theme of "emotions."	This culminating activity would lend itself to the independent study segment of the course. Students could produce a story, poem, painting, or research project related to the theme of "emotions." Another choice might be to research and develop a plan of action on a related issue of particular concern to an individual.

UNIT 4: SELF-MANAGEMENT

5.0 Countering Racism, Prejudice, and Stereotyping

MAJOR OBJECTIVE: To develop a better appreciation of Canada's multicultural heritage and gain an understanding of the problems of racism, prejudice, and stereotyping.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
5.1 recognize that they live in a multicultural society	Outline the origin of "peoples" living in Manitoba.	Canada is a country made up of people from many different backgrounds and nationalities.
		Have students trace the origin of "peoples" living in Manitoba starting with the Natives to the present day.
	Invite a guest speaker to discuss his/her background and life experience in Canada.	Students within the class or the school may be excellent resources.
	Participate in a discussion following a guest speaker's presentation. Prepare a social event featuring the culture of various groups.	Have students research the background of a cultural group. e.g., music, song, dance, foods, religion, politics, history of country. Set up a display for the class.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers may wish to collaborate with Home Economics/Social Studies departments.
5.2 recognize that cultural differences exist for a variety of reasons	View a film on another culture. OR	Have students view a film to show differences between cultures.
	Discuss two different cultures.	Have students discuss and formulate reasons for similarities and differences between two different cultures, e.g., Native Canadian and British; African and Chinese. Consider history, geography, and social pressures. **Note:** Care should be taken to avoid stereotyping.
	Interview a person of another culture. Record interview information in a learning journal. Share some learning journal entries with the class (optional).	Have students interview a person of another culture, discussing topics such as money, dating, resolving or settling disagreements.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.3 recognize that behaviour showing prejudice, racism, and stereotyping is unacceptable	List some examples of behaviour that could be expressions of prejudice, racism, stereotyping. Identify ways that prejudice, racism, and stereotyping affects people.	Some previous learning journal entries on "feelings" may help students to understand how prejudice, racism, and stereotyping affects people. Explain to students that prejudice, racism, and stereotyping are learned attitudes/behaviours which are not based on fact. According to the Charter of Rights and Freedom, these attitudes/behaviours are not to be tolerated in this country.
5.4 analyze ways of coping with prejudice, racism, and stereotyping	Resolve situations using the decision-making process.	The decision-making process involves • defining the problem • listing alternatives • weighing the pros and cons for each alternative • choosing the best alternative • trying it out • evaluating

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Apply the decision-making process in addressing the following situations • Sue is an excellent hockey player, but the local team refuses to accept her as a member. • Art, a grade 9 Native student, is required to read an English novel that describes Natives as savages. • An Afro-Canadian student applies for a job in a local restaurant but is informed that the job is already taken although the "Help Wanted" sign is still in the window. He subsequently learns that the job was given to a later applicant.
	Record in a learning journal examples of observed incidents of prejudice, racism, and stereotyping.	Encourage students to become more aware of examples of prejudice, racism, and stereotyping, and to record incidents in a journal. Suggest that students practice eliminating such behaviour from their lifestyle and that they encourage others to do the same.

UNIT 4: SELF-MANAGEMENT

6.0 **Stress**

MAJOR OBJECTIVE: To develop a better understanding of the positive and negative aspects of stress and gain some insight into dealing with stress

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
6.1 recognize the nature of "stress" and realize that stress is an inevitable part of living	Participate in a discussion on the meaning of the term "stress."	Have a brief discussion on the students' present concept of stress. Stress can be seen as a physiological/psychological imbalance caused by unanticipated or disruptive events.
	Discuss positive aspects of stress. Discuss negative aspects of stress.	Mention that an event/situation that is potentially stressful to one person may not cause stress in another. Also note that some stress is positive and some negative.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.2 know some causes of stress	Discuss some causes of stress.	Using a chalkboard, list some causes of stress, for example • examinations • sports competitions • contests • conflict with peers and adults
6.3 recognize a wide variety of signs of stress	Discuss some symptoms of stress.	Tell the class about some of the more obvious symptoms exhibited by people who are not coping well with stress. These include • sleeplessness • weight gain or loss (substantial) • irritability • negativism • pessimism • lack of concentration • faulty memory Some of these symptoms could also be caused by other health problems.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.4 recognize a variety of ways to deal with stress	Discuss in small groups how one could deal with a number of stressful situations.	Assign each group a separate topic, for example • examinations • an injury of some duration • an upcoming basketball game (player) • adults quarrelling • job interview Emphasize that students can learn positive coping behaviour from each other. Be prepared to offer alternative suggestions to some negative responses as well. Provide the class with a list of stress reduction methods that they could incorporate into their lifestyle to combat stress, for example • talking with others about one's feelings • exercising (aerobics/brisk walking/jogging) • maintaining a balanced diet • getting sufficient rest • motivating oneself • having time to oneself

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.5 formulate a plan to make effective use of time	List ten essential daily tasks. Arrange the tasks in order of priority.	Emphasize to students that the kinds of expectations people have of themselves and the extent to which they seek to please others has a profound effect on how much stress they feel. It is important to realize that there is limited time in a day and that one should decide what the most important tasks are in order to avoid stress. Have students make a list of ten things they must do each day for one week. Have them list the tasks in order of priority. Encourage students to begin with the first item and proceed down the list. Completion of the first three items is usually an indication that a person is doing fine.
	Keep a detailed daily record of activities for one week.	Have students keep a daily record of their activities for one week.
	Evaluate the activity record (one week later) to judge whether effective use of time has been accomplished.	At the end of one week, have students review their own records by asking questions such as the following

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Am I wasting time? • How could I schedule my time better? • Is there balance in my time plan, e.g., time for leisure, time for reflection, time for study? • How can I arrange my time more effectively to obtain a balanced lifestyle?
	Propose a revised time plan for a week.	Remind students that in devising a balanced time plan, they should allocate time for things that have to be done, for things they would like to do, and for leisure, fun, and relaxation.
6.6 propose a network of community resources that are available to assist a person coping with severe stress	Identify the "helping resources available in a community. Brainstorm some reasons why people may hesitate to ask for help. Discuss how one can gain access to these resources in times of need.	Using the chalkboard, compile a list of available community resources. Sources of support would also include parents, peers, counsellors, doctors, psychologists, social workers, clergy, teachers.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Have students assist in compiling a written list of the names, addresses, and phone numbers of all available community resources. Give each student a copy for reference.

UNIT 4: SELF-MANAGEMENT

7.0 **Conflict Management**

MAJOR OBJECTIVE: To develop skills in conflict resolution.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
7.1 recognize internal and external conflict	Discuss the "Should I" or "Shouldn't I" aspect of internal conflict.	Emphasize that decision-making skills are important in making mature, informed decisions regarding internal conflict. Discuss impulsive versus thoughtful decisions. A person's upbringing, family, and community values have an impact on internal conflict.
	Identify a range of external conflicts.	With students, identify the range of external conflicts encountered in relationships/confrontations with peers, adults, and siblings.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
7.2 understand three styles of behaviour • passive • assertive • aggressive	Discuss the differences between the three modes of behaviour. Suggest anecdotes for each. Discuss, in small groups, personal approaches to resolving external conflicts.	Quickly review these three modes of behaviour. Students may have studied these in the Social-Emotional Well-Being unit of the Senior 1 Health Education curriculum. No one should be forced to share personal responses here, but by doing so students might help each other develop an understanding of personal differences and of how others think. Help students to see that of the three modes of behaviour, assertiveness is often the most successful approach to conflict resolution.

UNIT 4: SELF-MANAGEMENT

8.0 **Unit Summary**

MAJOR OBJECTIVE: To understand how the aspects of self-management are part of daily life.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to:		
8.1 understand the relationship between the self-management concepts and daily life	As a learning journal assignment, write a report on how the concepts covered in this unit can be applied in daily life.	Issues dealt with in Self-Management include • Human Needs • Self-Concept • Communication • Recognizing and Accepting Emotions • Countering Racism, Prejudice, and Stereotyping • Stress • Conflict Management Assist students in recognizing that these issues weave through all the units in **Skills for Independent Living**.

RESOURCES: UNIT 4: SELF-MANAGEMENT

Johnson, D.W. **Reaching Out**. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, 1993.

Canfield, Jack, and Harold C. Wells. **100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents**. Englewood Cliffs, NJ: Prentice-Hall, 1976

Johnson, C. S. Marks, M. Matthews, J. Pike. **Key Skills: Enterprise Skills through Active Learning**. Toronto: Hodder & Stoughton, 1987.

UNIT 5: MANAGING YOUR RESOURCES

UNIT 5: MANAGING YOUR RESOURCES

GENERAL INFORMATION

The framework of **Skills for Independent Living** is goal **setting, decision making, and problem solving.** In this unit, teachers and students are encouraged to apply these skills to **managing resources.** Opportunities for applying these skills occur in all units.

Young people have many choices to make as they mature. This unit is about

- setting **goals**
- becoming aware of all the **human and non-human resources** individuals have at their disposal
- using **innovative** approaches to put those resources to work
- **respecting** the need for **sustainable development** as they make decisions on using their resources

Young people can achieve their goals by **planning** for **use of finances** and other **personal resources.** This needs to be done, however, within the context of their own **values, the needs of society, and the opportunities** society presents.

As in other units, student input in planning, implementing, and evaluating can help make their explorations **personally relevant.**

UNIT 5: MANAGING YOUR RESOURCES

1.0 Resources and Lifestyle

MAJOR OBJECTIVE: To relate the management of resources to achievement of a balanced lifestyle.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		A balanced lifestyle refers to one that is satisfying to the individual, but avoids being destructive to the needs of others or the natural environment. Managing resources wisely is defined as using what one has to acquire or achieve what one wants or needs without interfering with others. Money is an important resource; other resources are also important in meeting needs and wants either with or without money. Examples are: • energy • the ability to feel • information • skills • time

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Skills for Independent Living, therefore, includes opportunities to consider human and non-human resources, including a section on financial management. As usual students are encouraged to build on the information and skills they have acquired.
Students should be able to		
1.1 know the range of resources available to meet life's challenges	Discuss innovative skills and characteristics.	Ask students to recall their own skills and characteristics that were identified as innovative in the unit on Enterprise and Innovation. If appropriate to the class, encourage each student to share at least one, and list all the skills and characteristics mentioned on the board. Use as a basis for the discussion, "What is a resource?"
	Define the term "resource."	Webster's dictionary defines a resource as "A new or a reserve source of supply or support."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask students what other sources of help they used in their innovative projects. Continue to list these on the board so there are three separate groups that will fit under the following titles • My Human Resources • Others' Human Resources • Non-Human Resources Please see Appendix: Human and Non-Human Resources. **Note:** All resources are limited but other alternatives are often possible.
	Keep the definition and resource list for future reference.	Assign the title for each group, asking students to determine possible reasons for separate listings. Once the definition for resources has been developed students may want to add others to the list. Encourage students to copy the list and the definitions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		During the process, help students understand the following • money is a helpful resource. Each person has or has not access to many other kinds of resources.People are sometimes unaware of their resources • available resources can often be substituted for those which are unavailable, such as innovative thinking and doing • being aware of one's resources enables satisfying, beneficial decision making • the repertoire of resources people have expands as they grow. Examples are: maturity, education, new experiences, contacts with other people, and new relationships • one's repertoire of resources can change significantly with problems in health and well-being, accidents, loss in relationships or unemployment, premature marriage/parenting

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• being aware of one's resources builds self-confidence • each person needs help from others. Individuals are also an important source of help to others
1.2 assess how technology has affected people's lives	Discuss and define "technology." List examples of technology • within the school • within the home • in the workplace • in general	Technology attempts to expand the kinds of non-human resources available to meet needs, reach goals, and solve problems. Students could look at their own resource lists, and think about how technology has affected the list. During discussion, they could begin developing a definition for "technology." They may also refer to other references as is appropriate. The dictionary definitions of technology are • "The totality of the means employed by a people to provide itself with the objects of material culture."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• "The science of the application of knowledge to practical purposes."
	List ways in which various aspects of life have been affected by technology. Discuss how the environment has been affected by technology.	Technology has affected most, if not all, aspects of life: market place, the workplace, the home, government, travel, communication systems, environment, education system, health care, wars, and therefore, personal lives.
	Interview an older person (parent, grandparent, other) about the changes he/she has seen over time, or about life during his/her teen years.	Depending upon the time and need, activities could range from a class discussion to individual/group work involving research and subsequent sharing.
	Compare newspaper or magazine articles, advertisements or pictures from different time frames; discuss technological changes and how people's lives could be affected.	Encourage students to be aware that • technological changes may have far-reaching effects • technology changes, often unpredictably, and sometimes very quickly • effects of technology may be positive and/or negative

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• the development of technology requires human judgment (can be reinforced later when looking at values and goals).
1.3 recognize ways of using technology in achieving a balanced life style	Develop a list of criteria for judging the use of a technological resource.	Technology can provide valuable resources to individuals and to societies. Students may develop this list following a specified activity such as an appropriate field trip, guest speaker, reading a magazine or newspaper article. The list may include the following questions • is the resource safe to use? • does its use or production affect the environment? • how does its use affect other important considerations such as human relationships, satisfaction, societal needs, other species? • does it require other resources, e.g., time, energy, knowledge, skills, money, and are these available?

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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Choose an example of a technological resource and evaluate its use in a specific situation.	Individual, classroom, school or community needs, problems, goals could be used as a "specific situation." Some examples of technological resources could be: • telephone • word processor • car • automatic teller • medical respirator • CHOICES program • bulldozer • sewage system • paper • fabric
	Brainstorm ways of keeping up with changing technological resources.	Have students use the list of criteria they developed previously. Ways of keeping up with technology might include • read magazines and newspapers • take related courses when available • be open to innovative ideas, trying new things

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• look at change as an interesting opportunity rather than a problem to be avoided • findout accurate information
1.4 recognize personal resources	Prepare a collage or write a report to represent personal resources.	Have students write a report and prepare a collage to represent one's own personal listing of resources, both human and non-human. Leave room for future changes. Use the class list as a starting point; encourage them to talk with teachers, parents, friends or others they know well, and to think carefully. Some students may also wish to include "changes." For example, future resources they expect to acquire or build through technology, maturity, education, employment, and new relationships.
1.5 know how to acquire personal documents	Apply for a social insurance number and a birth certificate.	The need for a Social Insurance Number implies technological developments in our specific society.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Each student who does not have a social insurance number and a birth certificate is able to apply for either or both as another resource for future use. Please see Appendix: "How To Get Your Social Insurance Number (SIN) and Birth Certificate."
1.6 distinguish the differences between needs and wants	Review knowledge of needs and wants. Record in the journal some examples of an individual's (self and/or close friend or family member) needs and wants and identify as such.	Students had opportunities in the unit on Self-Management to distinguish between needs and wants. Conduct a discussion to help students recall the differences,and focus their study of resource management on satisfying needs and wants of themselves and others. (See **Project Real World**, Module II - Your Economic Decisions, pp. 6-9). Consider resources available for use in meeting a need and want of high priority. This may relate to one of the student's stated goals.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students might also be encouraged to recall/evaluate how they used their resources in their innovative projects (Unit 2) to meet a specific need or want or challenge (the opportunity). Unit 6: World of Work contains themes on goal setting and decision making/problem solving.
1.7 recognize the importance of values and goals in guiding use of resources to establish a satisfying lifestyle	Discuss/review definitions of values, goals and lifestyle. Participate in a discussion about how values, goals, resources and lifestyle relate to each other.	Please see Appendix, "Values and Goals." Values and goals are influenced or affected by • family, peers, the media, personal and financial resources available, and society • adult roles, freedoms, choices, individual responsibilities to one's family, self, friends, world of work, community, the natural environment (sustainable development)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Values and goals are • usually closely related to each other in a satisfying lifestyle • important in making satisfying choices • subject to change as we grow • differ subtly or substantially from person to person • reflected in time, energy and money expenditure
	Create a case study to illustrate a person's lifestyle. Analyze the case study to determine the person's values, goals, resources, and lifestyle.	Values tend to revolve around issues such as honesty, fairness, friendship, mental and physical health, family life, education, money and objects, financial security, the natural environment. More specific values refer to such concepts as function, conformity, prestige, aesthetics, convenience, self-expression, sentiment, modesty, and sex appeal.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		"Our lifestyle is simply the way we live. It is influenced by our resources, roles, responsibilities, values, goals, needs, wants, level of technology, family, peers and advertising. An individual's lifestyle develops out of the choices and decisions that she or he makes" — **Project Real World**, Module II, p. 26. Aspects of lifestyle are: food, clothing, shelter, use of energy and other natural resources, credit, personal services, entertainment and recreation, education, transportation, financial protection, health, charitable donations, patterns of relationships (family and other), and employment. Satisfying decisions about using resources to meet needs and wants are guided by one's values and goals. It is, therefore, important to be aware of

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• decisions • resources available • values and goals • how sustainable development is affected See **Project Real World**, Module II, pp. 10-29, for further background and ideas. Copies of the following are included in the Appendix. • What Your Choices Say About Your Values • My Ideal Lifestyle • My Goals • Resources and Lifestyle
1.8 recognize personal goals and values	Review individual goals developed in the journal. Participate in a discussion on values.	Refer students to the record of their own goals developed earlier. Encourage them to consider any work they have done thinking through their own values as part of life experiences or other courses they might have taken, for example, preceding units, Home Economics, Language Arts, Health, Peer Tutoring, General Business.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Record some conclusions about individual values in the journal. Analyze the relationship between the values and previously stated goals. Complete one or both worksheets on My Goals, Resources and Lifestyle.	They could review journal entries on aspects of their personal balance done during Enterprise and Innovation. Example are: aspects that are important to them to keep, aspects they would be willing to sacrifice. Students will need guidance in translating these experiences into their own values. Encourage students to consider what other resources, in addition to time, energy, money, they might include as part of these activities. If appropriate, students may be encouraged to share their results as part of a concluding discussion.
1.9 understand that sustainable development is related to individual lifestyles	Find newspaper or magazine articles that relate to sustainable development. Discuss the relationship between individual lifestyles and the environment.	The National Task Force on Environment and Economy states that sustainable development "ensures that the utilization of resources and the environment today does not damage prospects for their use by future generations."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Organize a debate or bulletin board on a topic related to lifestyle and sustainable development.	The natural environment is - a complex resource essential to our survival and fulfilment (*a need*) - desirable to many as a source of recreation and relaxation (*a want*) - important and valuable in its own right (*a value*) - in need of human ingenuity to develop ways that do "not damage prospects of (*its*) use by future generations" (*a goal*) - endangered by the lifestyle of many human beings Please see Appendix: "Choose to Conserve; Becoming Aware."
1.10 know the principles of sustainable development	Participate in a guided explanation/review on the ten principles of sustainable development. Discuss or write the ten principles of sustainable development in their own words.	Make copies of the Principles of Sustainable Development (see Appendix) and distribute, if appropriate to the intellectual level of the class. If these were studied earlier, ask students to refer to previous copies.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.11 apply at least one of the principles of sustainable development to personal lifestyle	Participate in making two lists • Human Practices that Help the Environment • Human Practices that Hurt the Environment	Acknowledge students' awareness and application of information on sustainable development. Ask them to contribute as many ideas as they can think of. Lists may be recorded on large sheets and kept for future use.
	Work in small groups; each group takes a portion of each list and compares with the ten principles of sustainable development. Assign appropriate principles to each practice listed and record on the master class list. Discuss.	Guide the group discussion to help students • share their results • determine which of the principles are most often involved. Any left out? • see which of the practices are done or could be done within the school or community • identify what human and non-human resources are involved in each practice • consider why practices that hurt the environment are still being done • identify what changes in values, goals, resources, lifestyles are required to improve these practices

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		If appropriate, ask students how many actually participate in each "helpful" practice and record the number on the list. The same could be done for the "hurtful" list.
	Prepare a plan to promote sustainable development.	Have each student or small group choose one example of a practice helpful to sustainable development that they are willing to implement in some way. Have them prepare a plan for implementation. If appropriate, suggest that they share the plans with the class. Report on progress at a later date.
		Encourage students to be innovative. If they need further ideas, see **Project Real World**, Module I, pp. 47-61. Even if they are already applying sustainable development practices, encourage them to grow further.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Depending upon the class or individual students, some may want to research the possibilities prior to their planning for individual application. Some sources of information are • the community — human/non-human resources • library — up-to-date books and magazines • other course work • Sustainable Development Coordination Unit, 305-155 Carlton Street, Winnipeg, Manitoba R3C 3H8 • Manitoba Consumers Bureau, Manitoba Cooperative, Consumer and Corporate Affairs, 114 Garry Street, Winnipeg, Manitoba R3C 1G1 (Telephone (204) 956-2040 (local); 1-800-782-0067 (toll free)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	An alternative approach • Think about causes of pollution and our extravagant use of natural resources. For example, "borrowing" from future generations • List ten short range benefits or comforts from misuse or overuse of the resources in the environment • Identify one or more benefits or comforts one would be willing to sacrifice in order to "save" natural resources. How does it relate to the principles of sustainable development? • Choose a practice to implement	Their plans may contain • identification of the specific practice • what principles of sustainable development are involved; how the practice will be helpful; how it might affect others • the resources required both human and non-human to implement the practice; how it relates to needs, wants, goals, lifestyle • how and when it is to be implemented Reinforce the importance of individual contributions to sustainable development in the school, community. The original class lists of "helpful," "hurtful" environmental practices can be updated when students report progress.

UNIT 5: MANAGING YOUR RESOURCES

2.0 A Plan For Learning

MAJOR OBJECTIVE: To take responsibility for personal learning by participating in a planning process.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Money is a non-human resource to be used to meet some human needs and wants; its use is usually enhanced by other resources, such as information, time, energy, skills, and self-knowledge. There are many aspects of financial management. Students may have had to plan for the use of financial resources in innovative projects, and to various degrees in their personal lives. Other courses also include opportunities to learn about using finances and related issues. See Teacher Tools, Interdisciplinary Approach.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students, therefore, come to class with a variety of backgrounds, interests, and skills plus the usual variation in levels of maturity, intellectual capabilities and personal priorities. As such, student involvement in the planning is essential. Some students may be prepared to move on to topics such as the basic economic system, investing, taxes, insurance, while others may not be ready for this type of content. A particular class needs to consider • general class needs and activities as determined by the students and the teacher • plans for individuals or small groups according to needs, interests, and readiness Choose any or all of the planning activities to suit a particular class and time frame.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 2.1 translate existing levels of knowledge, need and interest to learning about financial resource management	Recall an incident where a student spent money in a way that was either very satisfying, or very frustrating.	The teacher may wish to participate in the activity. During the thinking process have students consider • what needs or wants were satisfied/frustrated by the expenditure • what values or goals were reflected or thwarted • what would likely be done if a similar situation were to arise again
	Share with the class, if possible or appropriate.	As they work through the process, encourage students to think about what they need or want to accomplish or learn in the theme of managing financial resources. Encourage them to look at money as one resource to meet human needs, rather than an end in itself. Point out that using the resource in meeting needs, values and goals is usually a satisfying experience.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Disregarding one's needs, values and goal, however, usually results in frustration and disappointment. The teacher might model the recollection, the thinking process and the sharing. The class concludes the discussion by listing ideas about what they wish to include in the remainder of the unit.
	Participate in a student survey to help determine areas of interest and need.	Please see Appendix, "Financial Management - What Are Your Priorities?" Adapt as required. Students with expertise in computers may be able to assist with adaptation and tabulation. Reinforce that careful thinking contributes to relevant planning for the unit.
2.2 formulate a tentative plan for learning about financial resource management	Participate in a two step planning activity.	Teacher and students work cooperatively on the plan so that each has input. See Teacher Tools: An Approach to Unit Planning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Brainstorm and discuss problems or concerns for students regarding financial resource management: include possible areas of study and methods for the class.	Since time, being a finite resource, is unlikely to permit a thorough exploration of all topics by students, the plans need to include
	Identify priorities, time frame, innovative possibilities.	• those topics to be covered by the whole class; adapt time and methods to be spent on the chosen topics.
	Explore possibilities for individual or group projects to extend learning about managing financial resources.	• opportunity for individual or small group projects to — account for specific needs and interests of students, and — help students take further responsibility for and control of their own learning. Please see Teacher Tools: Student Projects. Some possibilities for individual or small group projects might include • Effects of Advertising on What People Buy

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Making Environmentally Sound Choices • Investing • Ethics in Investing • Dealing with Problems in the Market Place • Furnishing an Apartment/Room with Limited Finances • Preparing for the future — Living on My Own • Buying and Owning a Car • Preparing a Personal Money Plan • Income Tax • Banking • Credit • Financing My Education • A Financial Aspect of an Innovative Enterprise (if ongoing from Unit II) • Debt • Evolution of Technology • Effects of Technology Whatever the choice the financial resource aspect is to be examined within human needs and wants, other available resources, values, and goals, and lifestyle. If

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		applicable, the guidelines of sustainable development need to be adhered to whether that is the "topic" or not. Please see Teacher Tools: Using Community Resources, for further suggestions and ways to use available resources in the community.

UNIT 5: MANAGING YOUR RESOURCES

3.0 Money: A Finite Resource

MAJOR OBJECTIVE: To develop the knowledge, skills, and attitudes needed for financial resource management.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
3.1 recognize sources of income	List a variety of sources of income. Identify the probable sources for student income. Identify sources of income which are government payments.	See Appendix: Where Does Your Money Come From? Most Senior 2 students live at home. Sources of income may include weekly allowances and part-time jobs as well as others; some may have little or no income. Encourage students to talk with their parents about family financial resource management, if appropriate, reassuring them that these are confidential matters they are not to share in class.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Note: Different stages of the life cycle bring changes in needs and wants, values and goals, resources available and, therefore, how finances are managed. Students need to be aware that all government payments are funded by taxation and in some cases workers' premiums. Money is a finite resource for governments as well as individuals. Students might consider their own sources of income from the master list developed. Explore what further prospects they expect, and what is their degree of control.
3.2 estimate probable deductions from a paycheque	Examine several different paycheque stubs. List and briefly define typical deductions from a • part-time paycheque • full-time paycheque	This activity, as in all others, may need to be adapted to suit a particular community. Students may use their own cheque stubs or copies from people they know, with the owner's permission and without identification. Provide some sample cheque stubs for students who do not have access to their own.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Point out that types and amounts of deductions vary depending upon the source of income, whether full or part-time. Students may research explanations, current rates, and alternate methods of collection for unemployment insurance, Canada Pension Plan, income tax, insurance, union dues, and retirement plans. They may also wish to discuss these with parents. Understanding the difference between "gross" and "net" in a paycheque will assist in planning for the use of one's financial resources. In addition, it can assist in understanding financial responsibilities and how deductions are used in our economic system.
3.3 know various categories of spending	Identify various categories of spending.	Examples of spending categories include • housing • food

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• automobile expenses • entertainment • clothing • gifts • school/work expenses • utility bills (telephone, heating, electricity) • miscellaneous
3.4 differentiate between fixed expenses, discretionary expenses, and major purchases	Identify examples of fixed expenses, discretionary expenses, and major purchases.	Most student spending is discretionary — **necessities are provided by parents** or guardians. When young people move out on their own, their financial situation changes dramatically as they usually have a minimal income and assume the responsibilities of their own living expenses.
3.5 recognize the importance of a spending plan	Discuss advantages of developing a spending plan to help reach short- and long-term goals.	Emphasize that this section relates to the introductory unit where students studied ideas and goals of personal importance. In this section, students are encouraged to develop a financial plan to help them meet some short- and long-term goals.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Developing a spending plan helps people to • get the most from their income • see where they are going • establish savings • meet financial commitments • become aware of values and goals
3.6 propose a financial plan for a Senior 2 student	Create, in small groups, a financial plan. Discuss the plan with the class. Assess whether the plan addresses long- and short-term goals.	Have students include income, expenditures, and savings in their financial plan. Remind students that the financial plan is a guide. Have them keep it simple and flexible, allowing for individuality depending on lifestyle, income, needs, and wants. Students might give feedback to each group.
3.7 recognize the importance of keeping income records	Discuss the importance of keeping accurate records of personal income.	Students might inquire at banks and credit unions for recordkeeping forms. Explain the importance of keeping accurate records for income tax purposes as well as future financial planning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.8 assess the strengths and weaknesses of personal money management	Complete and discuss "Your Financial Check-Up." Brainstorm ideas for improvement. Adapt the financial plan prepared in 3.6.	Please see Appendix • What Are Your Spending Habits • Your Financial Check-Up Reinforce the concept that the use of money as a resource rather than as an end in itself usually provides the most satisfaction in the long run. Students might be encouraged to consider how they have "grown" in their use of money since junior high, how their needs and wants, values and goals might have changed. Prior to the brainstorming for improvement, students might study their own responses to some of the questions in "Your Financial Check-Up" and ask themselves • what need or want is addressed? • what other resources do I/could I use instead of money? • what is the connection with my values and goals?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		If the needs and interests of the class warrant the time, objectives and activities could be extended to planning and implementing detailed personal spending plans. This may also be the topic of some of the individual/group projects being done. See **Project Real World**, Module III, pp. 15-24.
3.9 know the different kinds of financial institutions in Canada, their features and services	Identify financial institutions in Canada.	Have students list the chartered banks and other financial institutions in their community.
	List the features common to each.	When itemizing the list of institutions, include credit unions and caisse populaires.
		Explain that banks are profit-seeking institutions.
	Discuss services offered by financial institutions.	Have students discuss banking services offered and list them on the chalkboard. Samples of brochures could be obtained from a variety of financial institutions.
		An independent study could be done as a research project.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.10 recognize the importance of beginning the habit of "saving"	Discuss advantages of saving.	Banks and credit unions are helpful resources for these areas, e.g., field trips, guest speakers, pamphlets.
3.11 understand the procedure for opening a savings account	Discuss the steps involved in opening a savings account. Complete several examples to calculate interest. Research the types of savings accounts offered by financial institutions. Prepare a collage or chart depicting various interest rates offered by various institutions. Discuss findings in class. Fill out samples of savings withdrawal forms.	Compare the process for a number of financial institutions. Using the current interest rates of several financial institutions, calculate the interest for a number of a case studies. Have students research the types of savings accounts available. Teachers may wish to divide students into small groups and assign each group a financial institution. Have students report research results to the class. Explain the savings withdrawal process to students.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.12 understand chequing accounts	Describe the purpose of having a chequing account.	Explain that chequing accounts are useful for making bill payments.
	Discuss the steps involved in opening a chequing account.	
	Identify forms used to deposit funds into or withdraw funds from a chequing account.	Contact local financial institutions to inquire whether arrangements could be made to have bank personnel explain the procedures to students.
		Distribute deposit and withdrawal forms and have students fill in the forms.
	Write cheques in a correct manner.	Have students use a blank cheque and practice correct format.
	List the procedures for correcting errors on a cheque.	
	Record some sample bank transactions in a transaction register.	Stress the importance of keeping accurate records of deposits, withdrawals and cheques.
	Describe three types of endorsements.	Have students practice writing various endorsements.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.13 understand the technology used in banking	Discuss ways in which electronic banking assists consumers. Write a report on how technology is changing the banking industry.	Take students on a field trip to a bank or other financial institution to examine the way automatic teller machines operate an to discuss their use with bank officials.
3.14 recognise responsibilities in using banking technology	Discuss ways to protect oneself from fraud, theft, and mechanical error.	
3.15 understand the responsible use of a debit card	Describe how a debit card is used. List advantages and disadvantages of debit cards from the consumer's point of view. List advantages and disadvantages of debit cards from the retailer's point of view.	Invite personnel from a financial institution to speak to students on the topic of debit cards. Divide the class into two groups, asking one group to compose a list of advantages and disadvantages of debit cards for the consumer while the other group lists advantages for the retailer.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.16 know about the wise use of credit	List advantages and disadvantages of using credit.	Discuss with students the factors related to wise use of credit. Alternatively, have a guest speaker discuss the various types of credit and the considerations involved.
	Discuss factors to be considered before buying on credit.	
	Differentiate between short- and long-term credit.	
	List examples of short- and long-term credit.	
	Identify the types of bank cards and credit cards currently available.	
	Discuss the responsibilities of a card holder.	
	Calculate interest on a personal loan using an example provided.	With examples, show students how to calculate interest on a long-term personal loan. With examples, show students the actual cost of credit.
	Discuss the term "installment credit."	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List reasons why consumers use installment credit.	Have students brainstorm the reasons why people use installment credit.
	Discuss how one obtains installment credit.	Have students discuss the steps involved in obtaining credit.
	Discuss responsible use of installment credit.	Invite a guest speaker to talk to students about signs of excessive debt accumulation and strategies to use if one is over-extended with credit.
3.17 recognize the importance of making responsible "credit" decisions during the teenage years	Discuss the use of credit by teens.	Have students discuss responsible use of credit, why teens buy on credit, and how using credit as a teen may affect later credit rating.
	Write in a learning journal personal thoughts/observations about credit use.	
	Discuss the responsibilities of a cosigner.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.18 recognize warning signs of excessive debt	Invite a bank credit officer, financial counsellor or home economist to discuss • different attitudes to debt • signs of too much debt • possible solutions • prevention strategies Write in the journal about how insufficient financial resources may affect feelings, self-concept, family life and other relationships.	See Appendix: "Before You Go Under." As a finite resource, money requires careful managing, particularly in a society that • meets its needs indirectly, via buying food, shelter, rather than direct production by the consumer • tends to value money and what it can buy as a status symbol • is in a state of flux and a state of recession • uses credit as the major method of purchase As a result, when individuals, businesses, institutions, governments are in debt, all other aspects of the society are affected.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.19 formulate some strategies to prevent or deal with too much debt	In small groups, develop some strategies to prevent or deal with too much debt. Share findings with the class.	Encourage students to consider their own possible levels of debt as well as these others. Note the serious emotional effects for individuals and families. For example, during periods of high unemployment statistics indicate a rise in child and spousal abuse. Some examples of prevention strategies are to • approach life's needs and challenges with initiative and innovation • use a wide variety of resources in meeting needs and wants • maximize educational opportunities • look at learning as a life-long opportunity • delay taking on major life changes (marriage and parenting) until one is ready (emotionally and financially)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• avoid long-term credit purchases when future circumstances are relatively uncertain. For example, jobs, relationships, and wants).
3.20 understand the importance of saving in order to meet short and long term goals	Review advantages of saving.	See Appendix: Savings and Investments. Previous content (3.10, 3.11 3.13) included sections on savings: advantage of savings, types of savings accounts offered by financial institutions, and calculation of interest. The review required depends upon the individual class. Refer to **Project Real World**, Module III, pp. 26-29.
	Compare Registered Retirement Savings Plan, calculating some examples of how compound interest accumulates over time.	Depending upon the degree of student interest, they may wish to invite a bank manager or financial planner to help guide them through compound interest tables, consider the effects of inflation, discuss variations, and advantages of tax sheltering. Stress the value of early

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		and regular investment in an RRSP as a way of maximizing the resource. Present an example which illustrates the advantages of having a Guaranteed Investment Certificate tax shelter.
	Recall an example of an individual's needs, wants, values or goals and explain how they affect saving habits. Share with the class if possible.	Ask students to consider what other resources they may use in relation to their stated need, want, value or goal to • acquire sufficient money for saving • meet the need, want, value, and goal with less money Resources other than money may also be part of a saving plan, such as knowledge, skill, good health, and equipment.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.21 assess methods of saving	Participate in a study, guest speaker presentation, or research project on various types of investments.	Approaches to this section vary considerably depending on the class and the community. If a student or small group project is focusing on investments the class presentation, with some input and help from the teacher, may suffice.
	Identify and explain types of savings or investments one may be ready for as a high school student. Share with the class and write about it in the journal.	Ideas are suggested in the Appendix, "Savings and Investment Opportunities." The types of investments researched should be decided by the teacher and the class. Investments also include purchase of farm equipment or animals, fishing equipment, and trapping equipment. Students are also encouraged to see education as a type of long-term investment.
		Emphasize that investments such as savings accounts, term deposits and Canada Savings Bonds are low risk. Stocks and some mutual funds entail a greater degree of risk. The latter should only be

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		considered by individuals who have a firm financial base. Investors should be aware of what investments are covered by CDIC (Canadian Deposit Insurance Corporation).
3.22 understand what is meant by ethical investment (optional or independent study unit)	Define the term "ethical investments." Discuss as a reflection of possible personal values, a way of addressing the issue of sustainable development, etc.	Please see Appendix: Ethical Investments, for further ideas, if desired. Some students might research the issue to greater depth to consider some concepts as network and pyramid selling.
3.23 understand the purposes and types of taxation levied in Canada	Discuss the role that taxation plays within the economic system in our society. Define and explain the purpose of each type of tax levied in Canada.	Encourage students to recall a previous activity on sources of income, including government payments. Please see Appendix: "Taxes." Students who have taken General Business may be able to assist with resources and explanations for different types of taxes. The library, teachers of Business

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Education and local government officials are also examples of helpful resources. In discussing the purpose of specific taxes, students should begin to understand the variety of services that governments provide.
3.24 be aware of personal obligations regarding income tax	Examine an income tax return, a guide book and a T4 slip. Discuss as a class the basic information needed; find that information.	Depending on the time of year and whether students have had jobs, some may be ready to fill out their own income tax return. It may have been an important objective in an individual or group project that could be shared to some degree with the class. **Project Real World**, Module III, p. 64 includes suggestions that could be adapted for a large or small group of students. Encourage students who might already have some income tax knowledge and experience to be a resource. Resources: Revenue Canada Video, Teaching Kit, Revenue Canada.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		All students need to be aware of • circumstances that require them to file an income tax return • purpose and source of a T4 slip • importance of neatness, accuracy and completeness • where to obtain returns • importance of keeping careful records of income
3.25 understand the basic types of insurance available (optional or independent study unit)	Define and explain the three broad categories of insurance available • property insurance • personal insurance • liability insurance Prepare a bulletin board to illustrate the categories of insurance.	Insurance is a non-human resource designed to shelter other resources such as finances or possessions. Please see Appendix, "Insurance." Students may work at the definitions in groups and present to the class. Encourage students to phone, write or interview community resource people, as well as consult school resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		They may also discuss the concepts of insurance with parents. In their presentations include • specific varieties of insurance included in each category • common sources of the insurance, e.g., property insurance — community agents for private plans; personal insurance — Manitoba Health Services Commission (Medicare, Pharmacare), employment plans, school issued plans, private insurance plans; liability insurance — private plans, the school division's plan • who uses the insurance • cost involved and process of purchase for those most applicable to high school students

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write in the journal about the types of insurance already owned or available through parental, government, or school plans. Consider when and how insurance is likely to become a personal responsibility.	See **Project Real World**, Module III, pp. 52-60, for further background and ideas. The bulletin board and/or guest speaker could be a part of each group's class presentation. If any groups or individuals have explored insurance as a major unit project part or all of this section could be dealt with through the presentation along with teacher input. Emphasize where appropriate that students need to consider their whole management plan when making decisions about the purchase of insurance.

UNIT 5: MANAGING YOUR RESOURCES

4.0 Shopping Skills

MAJOR OBJECTIVE: To recognize the knowledge, skills, attitudes, and responsibilities that enhance consumer success.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
4.1 understand consumer values and goals	Review the impact of values and goals in the marketplace.	Briefly review with the class what is meant by values, goals, and lifestyle. Develop a questionnaire in a true or false format with questions such as the following • I think the consumer has an influence in the marketplace • I analyze the influence of my spending before I make a purchase • What I buy reflects my values and goals

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• I try to maintain a certain lifestyle image with my choice of clothing purchases • I know where I can get help regarding consumer problems • I know how to set up a budget • I have a spending plan • I always follow my spending plan • My lifestyle will be determined by my income
	interview students in other classes using the questionnaire. Discuss general survey results with the class.	While reminding students to treat individual interviews confidentially, help them make generalizations about adolescent consumers based on the overall interview results. Make some comparisons between adolescent and adult consumers.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Examine magazine/newspaper/ television advertisements to determine the values, goals, and lifestyle decisions to which advertisers are appealing.	Provide students with a variety of advertisements to analyze.
4.2 understand the influence of a variety of factors on consumer choice	List factors which influence consumer choice. List items recently purchased or items desired. Assess, in small groups, reasons why the items were purchased. Report findings to the class.	Discuss factors that influence consumer choice such as • lifestyle • family size • family income • prices • customs and habits • personal style • fashion • ethnic background • climate • sustainable development Divide the class into groups and have each group choose a leader, recorder, and reporter to share group discussions with the class.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.3 analyze articles relating to sustainable development	Review the definition of sustainable development.	If necessary, have students review the definition of sustainable development. The Manitoba Department of Education, Curriculum Services Branch, has defined sustainable development as "a process of **decision making** in which the impact of economic activities (**the economy**), the **environment**, and the well-being (**health**) of society are integrated and balanced, **without compromising** the ability of **future generations** to **meet their needs**, and so that all three — the economy, the environment and the health of society — can be sustained into the future."
	Collect articles from local newspapers addressing sustainable development. Analyze the articles for accuracy, bias, and relevance.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.4 appreciate the importance of sustainable development considerations when making consumer choices	Identify the primary purposes of packaging. Discuss appropriate packaging, applying the principles of sustainable development.	Explain the primary purpose of packaging to students. Outline some strategies used by manufacturers in their choice of packaging. Display examples of packaging which are • wasteful • potentially a pollutant • harmful to wildlife
	Assess the possible environmental impact of packaging.	Brainstorm with students some creative ways to solve the packaging problem. An independent study could be done on a topic of personal interest, e.g., on the way another society packages food.
	Develop a display of consumer goods that relate to sustainable development issues.	A variety of topics regarding consumer choices can be explored in addition to the study of packaging, e.g., use of aerosol spray cans, detergents, cosmetics or drugs that have been tested on animals.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Interview a local business person about how to address the conceapt of sustainable development.	Help students prepare a list of interview questions.
	Share some thoughts about what was learned from the interview.	Have students discuss observations made during the interview.
	Discuss ways that consumers can contribute to sustainable development through the choices they make.	Some examples are • be aware that individual consumer decisions affect the market place • consumers may need to be willing to pay more for environmentally-friendly goods • consumers can refuse to purchase items and services that are unfriendly to the environment • consumers can learn as much as possible about the production, use and disposal of items they are considering Consider modelling some of these practices and share results with students.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Encourage students to think about their conclusions and to practice them as much as possible. Time for subsequent sharing might also be helpful.
4.5 understand the importance and use of universal pricing (UP) codes	Interview a store manager or employee regarding the use of universal pricing codes.	
4.6 recognize the importance of labels in making purchases	Create a collage to illustrate the importance of information included on labels. OR Design a poster to illustrate the importance of information included on labels.	
4.7 recognize the meaning and significance of labels inscribed on or attached to products	Collect and examine labels from a variety of products to determine how the goods are to be used.	Facilitate the development of a display including a variety of items containing labels, e.g., clothing, drugs, cosmetics, food, and household products. Discuss warnings listed. Be sure that students understand the significance of information found on labels for all types of products.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Evaluate dangers in using particular products. Students with an interest in science could offer more information on some of the ingredients listed on labels. Students might refer to Home Economics teachers or class work for information on care labelling of clothing and safety of household products. A research project might be developed regarding information on labels about ingredients in drugs and cosmetics, and the issues of animal testing.
4.8 understand the process of comparison shopping	Identify various types of retailers within the community.	Have students list a variety of retail stores from which comparable items may be purchased. In large centres, lists will need to be restricted.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ensure that the Yellow Pages of the local telephone directory, newspapers, and shopping guides are available. Suggest that students also check television and radio media.
	Identify items commonly purchased by adolescents.	Have students develop a list of some of the most commonly purchased items for their age group, including • discs and tapes • concert tickets • bicycles • runners • jeans • sweaters
	Develop, in small groups, a checklist to help determine the best buy for items in several categories.	Encourage students to find examples of a general checklist for use in comparison shopping, encouraging them to adapt it to the item(s) that they wish to research.

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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Research, in small groups, the best buys in each category.	Have them compare labels and use consumer magazines to help determine best buys. Indicate that there will not always be agreement regarding "best buys" because of variations in students' values, goals, and lifestyles.
	Categorize retailers as full service, discount, or other. List advantages and disadvantages of each.	Using the chalkboard or overhead projector, discuss the various categories of retailers. Then list advantages and disadvantages of each.
	Identify how one might purchase a second-hand item.	Have students research how they might purchase a second-hand item, giving them several examples to choose from (skate/ski exchange, garage sales, auction sales, second-hand stores). Have them discuss why, in some cases, a second-hand item may be acceptable or preferred over a new one; consider some possible pitfalls in shopping for used items; explore attitudes to buying second-hand items such as clothing.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Develop a plan to purchase an item cooperatively among family members, friends, or neighbours.	Explain that buying second-hand is a good example of sustainable development. Present to students the possibility of buying some items with others (e.g., family, friends, or neighbours). Devise a means by which the jointly owned items could be shared.
4.9 recognize ways in which advertisers attempt to influence consumers	Discuss different kinds of appeals used by advertisers.	Have students discuss the variety of ways in which advertisers attempt to appeal to consumers.
4.10 analyze advertisements to determine whether they are congruent with wise consumer decision making	Analyze information from advertisements to make wise consumer decisions.	Provide the class with a variety of advertisements or encourage them to bring or find their own. Students could determine whether the items are needs or wants. They could also survey which items advertised are environmentally friendly, which result in pollution, and which are wasteful from an environmental as well as an economic perspective.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Discuss which advertisements are aimed at adolescents and identify ways in which the advertisers attempt to reach the adolescent market.
4.11 evaluate a variety of advertising techniques/ strategies	Assess advertisements to determine the strategies employed.	Show students a variety of advertisements. Evaluate them according to criteria such as the following • sex-role stereotyping • emotional appeals • surveys • imitation • conformity • repetition • misleading information • validity of claims • environmental factors
4.12 evaluate attitudes towards environmental protection and sustainable development	Develop an attitude/opinion survey on environmental protection and conservation.	Provide students with readily available samples of surveys on this topic or have students develop their own.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Conduct a survey to assess attitudes toward environmental protection. Discuss findings with the class. Write in a learning journal some thoughts on this subject.	Encourage students to ask a variety of people from different age groups to complete the survey.
4.13 evaluate the validity of "green" products and services	Examine labels and advertisements for "green" products to determine the validity of claims.	Have students collect articles on this topic. Emphasize the complex relationship between environmental issues and economic considerations.
	Create a checklist of guidelines for use in making appropriate buying decisions to help protect the environment.	Have students talk to their parents, other teachers, and students to obtain feedback on the proposed guidelines. An independent study might be of interest, e.g., an independent research project, an article for a local newspaper, a thought provoking display.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.14 propose a plan by which trash may be recycled, reused, recovered, or reduced	Identify ways in which garbage items may be reused, recycled, recovered, or reduced. Create a bulletin board display or collage to encourage others to value and work towards recycling, reusing, recovering, and reducing waste.	Allow students to discuss and evaluate items that concern them most, such as the following • cosmetics • cars • sports equipment Be sure that students are aware of the magnitude of the garbage accumulated locally and elsewhere. Discuss possible solutions. This area offers a variety of possibilities for independent study projects. Encourage students to be creative, to propose innovative solutions, and to implement what they learn as part of lifestyle.
4.15 recognize the need for registering formal complaints in cases of consumer dissatisfaction	Discuss examples of unsatisfactory purchases and possible solutions.	Have students discuss suggestions for satisfactory solutions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.16 understand the positive influence of consumers who register concerns regarding products and services	Role-play some scenarios depicting problems with products or services. Propose possible solutions to these scenarios. OR View a film/video that illustrates procedures and channels for registering dissatisfaction. Discuss the film/video.	Prior to the role-playing activity, review strategies for registering complaints, for example, communicate concern in an unbiased and straightforward manner basing any complaint on factual data.
4.17 write a letter of complaint	Write a letter of complaint for a relevant problem.	Ask students for examples or provide a variety of case studies in which there is an ethical concern regarding products, services, offensive or false advertising, marketing practices. Have students write a letter of complaint. Show examples of well-written letters.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Encourage them to use skills they have learned in Language Arts classes. Have students brainstorm alternatives for people who have difficulty in writing.

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UNIT 5: MANAGING YOUR RESOURCES

5.0 Consumer Rights and Protection

MAJOR OBJECTIVE: To recognize consumer pitfalls and to learn how to improve consumer rights and protection.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 5.1 recognize double ticketing practiced by some retailers	Discuss some examples of this practice.	
5.2 understand "bait and switch" marketing procedures	Identify the term "bait and switch." Discuss some examples where this procedure occurred. Participate in a field trip to a business. OR Investigate some examples of bait and switch procedures independently.	Plan a field trip to a business to observe double ticketing and bait and switch procedures, or have students investigate these procedures on their own. In preparation for another class, ask students to inquire about the company policy for returning goods.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.3 understand the concept and implications of partial payment and ownership	Discuss partial payment, partial ownership, and repossession.	Have students discuss several examples (e.g., the purchase of a motorcycle). They might interview a retailer or bank manner about what happens when one cannot make payments.
5.4 recognize "return of goods" services provided by some retailers	Discuss case studies involving various "return of goods" policies. Collect newspaper/magazine clippings addressing retail policies.	Provide or encourage students to find examples of case studies to help students make comparisons regarding "return of goods" policies. Have students collect clippings of various retail policies from magazines and newspapers for use in a bulletin board display.
5.5 understand sales contracts and the role of cosigners	Define the term "contract." Discuss some problems a person could encounter if a contract is not understood or if the terms are not met. Role-play a scenario in which the sale of an item involves a contract. Define the term "cosigner" and the responsibilities involved in "cosigning."	Encourage students to find information from a variety of sources, e.g., parents, community business people, a lawyer in order to make it as relevant as possible.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Together with students, list some examples of situations where one might need to have a cosigner. Discuss the responsibility of the cosigner and how that responsibility would affect the other person concerned.
5.6 recognize various types of promotional contests	List a variety of promotional contests. Categorize promotional contests according to perceived effectiveness. Discuss other popular promotional techniques.	In a large group, have students brainstorm a variety of commonly used promotional contests, e.g., taste tests, free samples, coupons. Discuss each as to perceived effectiveness. Research legislated requirements of such contests.
5.7 recognize a variety of consumer protection agencies and their function	Identify a number of consumer protection agencies. Describe what services the agencies provide.	Collect information on the service provided by a variety of consumer protection agencies such as the following • Better Business Bureau • Canada Standard Association • Chamber of Commerce

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Consumer Protection Bureau • Consumers' Association of Canada • Royal Canadian Mounted Police (RCMP)
5.8 recognize implications of dishonest or unethical consumer practices and dishonest or unethical retail practices	Discuss implications of dishonest and unethical practice on the part of both the consumer and retailer.	Invite a speaker to talk to the class about consumer protection, and about dishonest consumer and retail practices and their implications.
	Write a report on the implications of the unethical practices of either the consumer or retailer.	Have students write a report. An independent study could be done on a topic of interest to an individual student.
5.9 understand what an itinerant seller is	Discuss consumer rights.	Discuss how people are subjected to sales pressures. Using a case study in which an itinerant seller attempts to make a sale, work through the decision-making/ problem-solving process which the consumer might follow.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.10 understand what constitutes unsolicited sales	Discuss pressure tactics and methods of response. Role-play a scenario of an unsolicited attempt to sell.	Discuss appropriate responses to unwanted sales pressure. Have students create and role-play a scenario, in small groups.
5.11 know the meaning of the terms "warranty" and "guarantee"	Discuss the meaning of the terms, "warranty" and "guarantee." Examine some examples of warranties and guarantees.	Provide some examples, e.g., car service. Have students bring in samples of warranty/guarantee statements for class discussion. RESOURCES • Canadian consumer magazines and reports • Community resources, e.g., banks, credit unions) • Consumer buying guides • Manitoba Education and Training Library • National Film Board

RESOURCES: UNIT 5: MANAGING YOUR RESOURCES

1. Canadian Consumer magazines.

2. Canadian Egg Marketing Agency. **How To Live Successfully On Your Own.** Canadian ed. Toronto: Summerhill Press, 1989. Available from Manitoba Egg Producers' Marketing Board, Suite 18, 5 Scurfield Boulevard, Winnipeg, Manitoba R3Y 1G3 (204) 488-4888.

3. Community Financial Institution.

4. Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for Highschool Students.** Module II and III, 1991.

5. Household Finance

6. Manitoba Credit Unions. **Financial Fitness Collection.** 6 videos with guides:

   - Insurance
   - Credit
   - Buying a Home
   - Basics of Investment
   - Planning for Retirement

   Available for borrowing from any Manitoba Credit Union, at no charge.

UNIT 6: WORLD OF WORK

UNIT 6: WORLD OF WORK

GENERAL INFORMATION

Timing of this unit within **Skills for Independent Living** might be guided by proximity to:

- student registration for next year's courses
- year end when students may be looking for summer jobs
- the provincial (or local) career days

Other considerations within a particular class, school or community may also arise. Career planning is a complex area of study and usually one of considerable concern to both students and parents. Global environment, social and technological changes underline this concern. Throughout the unit, encourage students to

- expect job changes throughout their careers. They do not need to make a life-long career decision in Senior 2 or 3
- be life-long learners
- make the most of their innovative enterprising capabilities in all aspects of their lives
- maintain a balance between their work and personal lives

This unit includes sections on goal setting, decision making, planning a high school program, career exploration, the changing nature of work and sex-role stereotyping. Other courses students have taken may also include opportunities for learning about the world of work. Students vary considerably as to where they are in their personal work experience and career planning; some have had paid or volunteer jobs, some have taken on responsibilities at home, others have not; some have ideas about possible occupations, some have already "decided," some have thought little about it.

Students will therefore come to class with a variety of backgrounds, interests and skills plus the usual variation in levels of maturity, intellectual capabilities and personal priorities. As usual, student involvement in the planning is important. Concepts on career goals, skill identification and matching, job search techniques, work relationships, non-traditional careers, cost of education, volunteering/community services, protection against harassment, rights and obligations of employers and employees, safety and health at work will be of interest to some of the students.

As usual, particular class will need to consider

- general class needs and activities as determined by the students and the teacher
- plans for individuals or small groups according to needs, interests, and readiness

UNIT 6: WORLD OF WORK

1.0 Goal Setting

MAJOR OBJECTIVE: To acquire knowledge, skills, and attitudes to set and pursue personal and career goals.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
1.1 understand the importance of setting goals	Review the definition of the term "goal." Discuss the importance of setting goals.	Lead students in a discussion on setting goals. Topics could include the following • Goals help people to find happiness, increase self-esteem, and reach excellence • Goals are necessary for clarifying thought and giving purpose to life • Goals indicate a commitment to a course of action Example • A figure skater wishes to reach a provincial standard (goal) • This athlete practices for two hours every morning (commitment)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Performance improves and the goal is reached (satisfaction and improved self-esteem) Students could be encouraged to share their own examples, stressing the importance of goal setting.
1.2 recognize that goals help give more purpose to life	Discuss reasons why people may not set personal goals. Participate in an exercise to explore personal goals.	Ask each of the questions listed below and allow students enough time to write their responses. Students should be instructed to write the first thing that comes to mind. • What things are the most precious to you? • What is the most important goal in your life right now? • What activities would you like to do if you had less than one year to live? • If you won a lottery, what changes would you make in your life? • What have you wanted to do but have been afraid to try?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• What kind of activities make you feel good about yourself? • If you had a choice of succeeding at only one goal in life, what would it be?
1.3 recognize the process of personal goal setting	Record thoughts about personal goals on hopes and dreams, or in a learning journal.	Suggest that students recall previous discussion on goals. See Appendix: Hopes and Dreams. Another alternative is to have students prepare an anticipated life line. Discuss with students the following guidelines for setting personal goals • Determine how badly you want to achieve this goal • Assess whether the goal is realistic and achievable • Know why you want to attain the goal and what advantage it will give you • Write down the goal • Know how much of the goal you have already achieved compared to where you want to be

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Set a timeline for achieving the goal • Develop an action plan for achieving the goal • Identify the barriers that may interfere with the attainment of this goal • Identify all the people, agencies, associations, and clubs that can assist you in realizing the goal • When you have identified all your goals, list them in terms of long-range (3 to 10 years), medium-range (6 months to 3 years), and short-range goals (1 day to 6 months) • Arrange goals in order of priority • It is possible that everything on your list can be achieved, but the degree of success depends on how hard you are willing to work

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.4 propose an action plan for accomplishing personal goals	Write in a learning journal a plan of action to reach personal goals.	RESOURCES Campbell, Richard, Mary J. Thompson, and Marilyn W. Dyck. **Working Today and Tomorrow.** Canadian ed. Toronto: Irwin Publishing, 1990, pp. 19-20, 52-53. Manitoba Department of Education. **Career Development: A Resource Guide**. Winnipeg: Manitoba Department of Education, 1981, pp. 33-40.

UNIT 6: WORLD OF WORK

2.0 Decision Making/Problem Solving

MAJOR OBJECTIVE: To understand that careful decision making and problem solving are helpful in taking responsibility for oneself and in gaining control over one's life.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students may have been involved in decision-making activities in a variety of disciplines. They have had opportunities to make decisions in **Skills for Independent Living.** Determine the students' knowledge by a pre-test or discussion. Review the steps of decision making as necessary. Having students apply the process in their daily work would be effective.
Students should be able to 2.1 understand the steps of the decision-making/problem-solving process		Emphasize to students the importance of learning to use the decision-making/problem-solving process as a way to take a measure of control over their own lives. It is an important skill to learn to help them cope with changes in their lives.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students need to realize that not making a decision is also a decision, but one resulting in the loss of input/control. Each step of the process requires careful definition/explanation. Students may tend to see the process as cumbersome and irrelevant at first. They need to know that learning to use the process takes practice and can become a helpful way of thinking for both short- and long-term planning. Remind students that decision making is often stressful because one feels pulled in different directions. Students need to see that the process is not strictly an analytical one; their right brain thinking, and their own unique personalities, values, and personal "laws" must be acknowledged in the process.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List some major decisions to be made this year.	Ask the class to provide an example of one major decision to be made and work through the steps of the decision-making process (also listed in Unit 4: Self-Management, 4.4).
	Participate in a decision-making activity.	• define the problem • list alternatives • weigh the pros and cons for each alternative • choose the best alternative • try it out • evaluate Post the steps on a bulletin board.
	Participate in a discussion on making decisions.	Discussion questions • What kinds of decisions are the most difficult to make? Why? • Are there recent decisions which students regret having made? • What factors interfere with careful decision making/problem solving? Consider factors such as the following

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		— not making a decision — peer pressure — tunnel vision
2.2 apply the steps of the decision-making/ problem-solving process	Choose one major decision to be made this year and work through the steps of the decision-making/ problem-solving process. Discuss factors that promote effective decision making/problem solving.	Have students share some examples. Students could be asked to rework an example of a previously made decision about which they were unhappy. Discuss with students the importance of taking responsibility for decisions, involving others, learning from mistakes, being open-minded, and being willing to seek information. Mention that decision making is often stressful.
2.3 recognize examples of life decisions/ problems for which application of the decision-making/ problem-solving process would be helpful	Identify some life decisions/ problems.	Have students brainstorm some life decisions where the decision-making/problem-solving process would be helpful. The following examples could be included • career planning • moving

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• purchasing major items • relationship dilemmas Indicate that the class will use the decision-making/problem-solving process in making class decisions/ solving class problems throughout the course. RESOURCES Besset, Carol, Sharon D. Crozier, and Claudio Violato. **Strategies for Career and Life Management**. Regina, SK: Weigl Educational Publishers, 1989. Dagget, Marrazo. **Solving Problems/ Making Decisions**. Chicago: Southwestern Publishing, 1983. Kelly-Plate, Joan, and Ruty Volz-Patton. **Career Skills**. Canadian ed. Toronto: Collier Macmillan, 1990. River East School Division No. 9. **Lifestyle Management Teacher Resource Manual**. Winnipeg: Curriculum Department, 1990.

UNIT 6: WORLD OF WORK

3.0 The Changing Nature of Work

MAJOR OBJECTIVE: To recognize the changing nature of the workplace and the possible implications of change.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		If there are adult learners in the classroom/school they may be able to provide personal experiences in this objective.
Students should be able to		
3.1 identify examples of change in the workplace	Discuss some recent changes in the workplace.	Brainstorm some recent changes in the workplace. Have students consider the following • The workplace is changing as a result of changes in society: social change, technological change, legal changes, economic pressures, global competition, environmental concerns • People may be working harder and longer • The expanding volume of information is becoming overwhelming

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• The pace of the work environment is accelerating • There is an increasingly vast variety of occupations to choose from. New jobs are coming into existence and others are becoming obsolete • Rapid technological developments are resulting in more automation and rapid change in methods, materials, products, and skill requirements • People are changing occupations more often (Reference: "What Colour Is Your Parachute?") To accommodate changes in the workplace, people will need well-developed skills in • coping with stress • managing time and energy and other resources in creative ways to balance work requirements with personal, recreational, and family needs • acquiring information

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Interview parents or other adults about changes they have experienced in their world of work. Interview local business owners and executive members of local organizations about the effect of technological development on the nature of work and required skills. Summarize interview findings. Report findings to the class. Write in a learning journal some thoughts about this topic.	• managing change creatively • learning new work skills and attitudes as a life-long pattern • changing jobs Have students ask adults about how they coped with changes in the workplace.
3.2 interpret possible implications of sudden work changes	Choose a news story from the newspaper or television describing events that will affect work and jobs.	Discuss with students that implications of change can affect self, others, the present, and the future.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Have students analyze how workers could prepare for the changes described in the television or newspaper example.
	Discuss an actual situation in which a mine, plant or business enterprise has closed.	Present an example of a mine or plant closure. Ask questions such as • What happened to the workers? • What happened in the community?
	Analyze case studies, in small groups.	Divide the class into small groups and assign a case study to each group. Ask students to imagine that they are the workers described. Have them identify as many alternative career options as possible for each group of workers.
	Participate in a discussion following a guest speaker's talk.	Invite a person who chose a change in career to speak to the class about reasons for the change, advantages and disadvantages.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 understand that the work students now do in school involves fundamental processes related to all occupations	List courses presently offered in school. Match concepts learned in school courses to fundamental processes of all occupations.	These processes may include, for example, good work habits, verbal skills, numerical ability, literacy, interpersonal skills, time-management skills, taking responsibility. These generic processes will be important in varying degress, whatever changes occur.
3.4 analyze past and future job possibilities and the effect of job changes on career planning	Prepare, in small groups, lists of past, present, and possible future jobs.	Have students prepare lists of jobs that exist today but did not exist twenty years ago. Have them identify jobs that were common in the past, are still common at present, and will probably continue to be. Speculate about jobs that currently do not exist but probably will in ten or twenty years. Discuss how these changes may affect students in their own career planning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.5 know sources of adult training opportunities	Survey the community (or province) to identify adult training possibilities.	Discuss student findings on training and educational opportunities available to adults who wish to continue their formal education. Note that learning is a life-long process. RESOURCE Kelly-Plate, Joan, and Ruth Volz-Patton. **Career Skills**. Canadian ed. Toronto: Collier Macmillan, 1990.

UNIT 6: WORLD OF WORK

4.0 A Plan for Learning

MAJOR OBJECTIVE: To understand the career planning process through a learning plan.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
4.1 understand basic terms of reference and their implications in the world of work	Brainstorm a list of different kinds of work. Define the term "work."	Students often begin by listing a variety of paid occupations. Encourage them to think in broader terms to include unpaid kinds of work as well — student volunteer work of various kinds, caring for children, tasks in maintaining a home. Point out that often the word "work" is used to refer to paid employment. For example, "Do you work?" "I can't wait until I'm finished school so I can work." There are many other kinds of "work" that are also valuable.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students might define the term "work" from their list and develop a bulletin board to illustrate the many kinds of work by using newspaper and magazine articles, illustrations.
	Discuss how one's work relates to other aspects of life. Write in the journal about maintaining balance between work and personal life.	Encourage students to see themselves as "people who work." They might list other aspects of life such as family life, friendships, other kinds of work they do, recreation, health; consider how their work as a student affected by these aspects. What is meant by "balance?" Refer to discussions in Unit 2, Enterprise and Innovation, about maintaining a personal balance during a time, energy and money consuming venture.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Review The Changing Nature of Work theme from previous content, noting that the work referred to is employment, or paid work. Reinforce the concept that students can expect to change jobs and occupations several times during their careers. Discuss possible implications, including effects on their career planning.
	Discuss definitions for career, occupation, job. Give examples for each.	Please see Appendix: Career Planning — A Lifelong Process.
	Discuss the three major steps in career planning • Self Assessment • Researching and Exploring Alternatives • Deciding and Action Planning	Indicate that although career planning seems complicated and sometimes frightening, it really only involves the three steps. Individuals continue to work through these steps as they progress throughout a career.
4.2 recognize existing knowledge and needs regarding career planning	Answer the following for each step • I have done __________ • I would like/need to do _________ • Examples of resources, methods of study.	Acknowledge that high school students are in the early stages of a life-long process. Decisions about what they do in **Skills for Independent Living**, other courses

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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		they take, and other kinds of work they do can all be part of career planning. Assist students to recall what they might have done previously that may be part of the three steps. Encourage them to bring and use related materials from other courses and life experiences. Discuss possible resources within and outside three steps. Discuss possible resources within and outside the school; suggest possible methods and encourage their ideas. Assist them to think carefully about what areas they need to pursue to a greater or lesser depth.
4.3 formulate a tentative class plan for learning about the World of Work.	Working in small groups share individual responses to Career Planning – A Lifelong Process. Identify priorities, time frame, innovative possibilities. Share with the class.	Teacher and students work cooperatively on the class plan. An alternate planning resource is in the Teaching Tools: An Approach To Unit Planning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Explore possibilities for individual or group projects in the World of Work.	Since time is unlikely to permit a thorough exploration of all topics by all students, the plan needs to include • those topics to be covered by the whole class; adapt time and methods to be spent on each theme of the unit on World of Work to suit the individual class. • opportunity for individual or small group projects to — account for specific needs and interests of students — help students take further responsibility for and control of their own learning. Please see Appendix: Student Projects.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students might choose a topic related to any of the three career planning steps • Self-Assessment • Researching and Exploring Alternatives • Deciding and Action Planning Some possibilities for individual or small group projects may include • Career Exploration (Area of Interest) • Careers That Help the Environment • Laws Related to Employment • Getting/Keeping a Job • What High School Courses Should I Choose Required/ Options • Post-Secondary Choices • What Am I Good At? • Job Shadowing • Could I Be An Entrepreneur? • Volunteer Opportunities • My Career Planning Portfolio • Financing My Education • Non-Traditional Careers

UNIT 6: WORLD OF WORK

5.0 Skills, Interests and Aptitudes

MAJOR OBJECTIVE: To recognize how interests, aptitudes and skills relate to the job market.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
5.1 recognize their acquired skills up to this juncture of their lives	Fill out a "Functional/Transferable Skills List."	Note that identifying one's skills, interests, and aptitudes is part of Step 1: Self-Assessment in the career planning process. Remind students about the personal skills they identified during the unit on Enterprise and Innovation. See Appendix: "Functional/ Transferable Skills List." Explain to students the purpose of the "Functional/Transferable Skills List" and how to complete it. On the final page they should sum their total skills and identify what experiences they have had to

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		develop these skills. They are now ready to complete a "Career Decision Flow Chart." Please see Appendix.
5.2 know the skills required to reach a career goal	Complete the "Career Decision Flow Chart" for up to three career goals of individual choice.	Distribute sample flow chart and briefly walk through it. Teacher may opt to work through the flow chart on the board using student input. Use class suggested career goal to give students the confidence to do their own. See Appendix for "Career Decision Flow Chart."
5.3 recognize the importance of developing marketable skills for the job market	Use brainstorming tomake a list of • basic skills and practices required in any job • skills unique to specific occupations	Encourage in advance, students to talk to people with different kinds of jobs about basic and specialty skills. For example, parents, employers, teachers, friends. Basic skills and practices might include • writing • speaking • following directions

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• solving problems getting along with others • using a telephone book and telephone • regular and punctual attendance • following through on commitments
	In small groups, discuss ways to develop both basic and specialty skills.	Include volunteer work as a way to develop skills. Encourage students to involve themselves in activities such as 4H work, home responsibilities, do extra-curricular activities, and job experience.
		Stress that recent changes in the job market reflect the need for new skills. Therefore, they need to be life-long learners, ready to try new approaches, take risks and be prepared to tackle new training throughout life. This approach enables them to keep up with the new skills required in the job market.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.4 understand the differences between interests, aptitudes, abilities, and skills	Participate in a discussion to define interests, aptitudes and skills. Give examples of each.	Abilities can develop through applying personal aptitudes. Students' interests change more easily than do aptitudes and abilities. Ability is performance related potential. Aptitudes are more natural or inborn, but both can be developed. Abilities may be learned; aptitude is a disposition to learn or to perform. A skills is the efficient performance of an ability. Examples • Mary is interested in sports (*interest*). • She learns athletic skills quickly (*aptitude*). • She is healthy, well-coordinated, knowledgeable, and well-practiced (*ability*). • Mary is an accomplished volleyball player (*skill*).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.5 understand how aptitudes, abilities, skills, and interests relate to various occupations	Research a list of occupations and required abilities, skills and interests. Design a bulletin board which shows how different interests and skills lead to various careers.	The library, the counselling department, the local Canada Manpower Centre are helpful resources. The length of the list is limited by time available. Occupations are included according to student interest. Students may speculate on probable changes in occupations and what those changes mean in their career planning.
	Complete "Fantasizing Your Ideal Job" worksheet.	Please see Appendix, "Fantasizing Your Ideal Job." Assign for homework and discuss in small groups next class.
		This should be scheduled on a timetable over several weeks with the Counselling Department where the "Choices" program is in the school. If a counsellor is unavailable, resource or library staff can help.

UNIT 6: WORLD OF WORK

6.0 Non-Traditional Careers for Men and Women

MAJOR OBJECTIVE: To recognize the broad range of options now available to both men and women.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students have dealt with sex-role stereotyping and non-traditional careers in other course work. Since they are in the process of determining self-identity it may be a confusing concept. Acknowledge that role changes in the workplace are slowly being accompanied by role changes within the home. Many resources on non-traditional careers stress the changes made by women. Students also need to understand that men are involved in non-traditional careers; that both men and women may be encouraged to consider any kind of career option.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
6.1 recognize the changing roles of men and women in the workplace and at home	Discuss the variety of career options available to females and males.	Discuss how male and female roles are changing.
	Debate myth versus reality with respect to career options available to women and men.	
	Role-play stereotypical situations of male and female roles.	
	Discuss changes in roles in the home. List possible effects.	Help students to see that the home is also a workplace.
	Discuss how things would be different if roles were reversed.	
	Discuss/debate the changing role of women in the workplace. List possible effects.	Invite male/female speakers to talk about changes in the roles of men and women since the 1950s.
	Research gender equity in the workplace.	Lead a class discussion on the topic of equal opportunity for women and men in employment, training, promotion, and work conditions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss equal rights granted in the Human Rights Code and Canada's Constitution Act. Analyze findings on workplace equality.	
6.2 understand how sex-role stereotyping affects persons	Discuss effects of sex-role stereotyping on people. Research numbers of men and women in various courses and occupations. Discuss possible reasons for similarities and differences in numbers.	Use examples of television shows which either follow or break sex-role stereotypes and examine each. Emphasize that sex-role stereotyping influences an individual's self-concept and behaviour. It has implications for many aspects of life including intellectual development, career choices, relationships and perceptions of success.
6.3 recognize the role of women and men in Canada who have made major contributions in the workplace	Complete a research project or learning journal entry on the contributions that men and women have made to history, science, politics, and art in Canada.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
6.4 understand that more men and women are now choosing non-traditional careers	Define the term "non-traditional career." List some examples. Complete the handout, Equality In the Workplace.	Please see Appendix: Equality In the Workplace. In order to complete the handout, ask students to add five examples of occupations traditionally viewed as female. Encourage students to obtain data from Statistics Canada for 1971, 1981, 1986, 1991 to add to or update the handout.
	Invite to class a man and a woman, both employed in non-traditional occupations, e.g., a male nurse, a female welder. Write in the journal about choosing non-traditional careers.	The speakers might discuss • why he/she as a student selected that occupation • satisfactions/frustrations associated with the occupation • encouragement or discouragement encountered from parents, teachers, friends, and employers Highlight non-traditional role models on bulletin board displays.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Guidelines for suggested activities • Select activities suited to a particular class. Time will allow for only a few activities but it is hoped that interest will be generated for infusion into other subject areas. • Many of the resources highlight the changes involving women; help students to make the most of these resources by considering changes in men's roles and careers as well. **Project Real World**, Module IV, pp. 32-39, has further suggestions. RESOURCES • Advisory Council on the Status of Women • Canadian Advisory Council on the Status of Women • Canada Employment and Immigration

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Federation of Women Teachers of Ontario • Manitoba Education and Training curriculum support materials – **Confronting the Stereotypes** (1985) – **Positive Images of Women** (1989) (contains a list of community resources) • Manitoba Education and Training Library • Manitoba Teachers' Society • Manitoba Women's Directorate • National Film Board

UNIT 6: WORLD OF WORK

7.0 **Exploring Careers**

MAJOR OBJECTIVE: To research and explore career opportunities.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		Note that this theme is part of Step 2: Researching and exploring alternatives in the career planning process, of the three steps of Career Planning (Theme 4.1).
7.1 recognize resources for exploring career choices	Discuss the various resources which help identify possible career choices.	Personal resources are specific personality traits, interests, aptitudes, skills, and abilities. Other examples of human resources are: teachers, counsellors, librarians, mentors, parents, others. Non-human resources are: library, government and other information agencies, **Skills for Independent Living** choices, post-secondary education institutions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Many professions and trades have organizations and associations. They are able to provide potential speakers and current career information.
	Identify three different careers of personal interest.	Review the decision-making/problem-solving process. Suggest that students use this process to help them select their career choices.
7.2 investigate a particular career through an interview process	Prepare for an interview project by selecting one career and discussing the kinds of questions that one might ask a person in that career.	Interviews may be conducted in the class or at the work site depending upon the interests of the class. Brainstorm with students the types of interview questions one might ask to acquire knowledge/ information about a given career. List these on the chalkboard. Questions could include the following • Do you enjoy your work? • How did you decide on your career? • Would you take the same career path again if you were starting out today? • How does your career and family life balance?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a set of questions for use in the career interview. Submit the list to the teacher for review.	Check the questions submitted by students. Make positive suggestions where questions are inappropriate, e.g., too personal.
	Participate in a role-playing exercise.	In pairs, have students ask the questions of each other and take notes.
	Place a telephone call to make the interview appointment.	Have students make telephone calls to schedule appointments for their planned interviews.
	Write a letter to confirm the appointment.	If necessary, review how to write a business letter.
	Conduct the interview.	Give students some practical suggestions about deportment, manners, grooming, etc., for the actual interview. Suggest that they request permission to record the interview for further reference.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a report of the interview project. Present the report to the class, if appropriate.	Have students prepare a report of the interview project. Indicate that they may use part of the tape recording or design other interesting methods of presenting the report to the class.
7.3 propose a plan for organizing an in-school career symposium with a variety of speakers	Draft a plan for conducting an in-school career symposium.	This project could be considered for independent study or a joint project among several **Skills for Independent Living** classes.
7.4 demonstrate effective use of libraries and resource centres	Check library computer services and library classifications related to career information. Compile a list of possible careers, using library services and university and college catalogues as a resource.	If necessary, arrange to have library staff instruct students on the library's operation and assist them with difficulties.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Conduct library/resource centre research on a specific career.	Have students choose a career and research it with reference to the following topics from CHOICES • general description • education requirements – secondary/post-secondary • work site • physical demands • temperament • earnings • aptitudes • interests • future outlook • Holland Codes • career fields • physical requirements • hours of work • environment • training
7.5 formulate a list of careers that are likely to be in demand in the future	Compile and assess a list of careers that look promising for the future. Compare the list with government projections.	**Jobs of the Future: A Guide for Youth** (available at no charge from Canada Employment Centres, Department of Employment and Immigration, Government of Canada).

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8.0 Career Exploration Through Work Experience

MAJOR OBJECTIVE: To apply knowledge about career exploration and to participate in work education.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		This theme may be approached in a way appropriate to the students' needs and past work experiences as well as the school and community philosophy of work education.
Students should be able to 8.1 understand the process required for selecting and obtaining a work experience placement	Complete an application form.	Any student who is involved in work experience of any kind (including job shadowing) must be registered with the school division and Manitoba Education for Workers' Compensation. Refer to Job-Seeking Strategies for additional support. Obtain application forms from a variety of local employers. Have students fill out some application forms.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Design or revise a resumé.	Following a review of resumé writing, have students prepare a resumé. Help students identify skills which they may not consider important but which might be of interest to a potential employer, e.g., prepare a profile.
	Discuss workplace, health, and safety issues.	Contact the Canadian Association of Safety Engineers and/or Workplace, Health and Safety for information and/or speakers. Students should be made aware of potential job-related dangers and the importance of working in safe environments. Encourage students to apply their knowledge of health and safety to make some judgements on the type of work they might be asked to do in a particular job.
	Based on research and preference, choose three occupations to explore.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Select a placement for exploration of career interests/skills.	At the discretion of the school, arrangements for placements could be made either by students themselves or by school staff members.
	Initiate contact with the employer.	Once a placement is confirmed, have the students make an initial contact with the employer.
	Acquire information from the employer on dress code, type of work, and hours of work.	Assist students with information about grooming, dress code.
8.2 gain experience in a work education setting	Participate in work education.	If there is a shortage of possible placements in a community, it may be necessary to adapt or change the assignment to an individual research project. It would be ideal if school staff could visit each student in the work experience setting.
	Make entries about work experience in a learning journal or log book.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
8.3 evaluate the work education experience	Discuss work education with other students. Produce a student work experience anthology for the school career resource library.	Have students give a brief account of their experiences. Allow class members to ask questions of the presenters. Teachers may wish to develop a chalkboard list of questions such as the following • Did the work education experience give you a picture of what the career/occupation involves? Did it change your preconceptions? • Did your work experience increase/decrease your interest in that type of career/occupation?
	Write letters to employers thanking them for the work experience opportunity.	Have students request permission to use the employer as a reference if they wish to do so.
	Assess resumé and update it if necessary.	

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9.0 Career Goals

MAJOR OBJECTIVE: To analyze the goal setting process in career planning.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to 9.1 formulate a realistic personal career plan	Discuss how specific careers might impact on other aspects of life.	Other aspects of life might include marriage, parenthood, other relationships, recreation, personal interests and goals.
	If necessary, rethink and revise career goals. Record a realistic career plan in a learning journal.	The exercise "Fantasizing Your Ideal Job" may be distributed (See Appendix). If students completed this worksheet previously (Skills, Interests and Aptitudes), they could review the results. From here students should begin to determine the practical considerations in achieving that particular occupation.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask students to consider career goals they may have planned previously. Point out that career goals are revised several times as individuals gain more experience and expertise, and develop new relationships. Note that this theme is a part of Step 3 in the career planning process: Deciding and Action Planning.
9.2 appreciate the multiple influences that impact on making decisions about career goals	Record in the learning journal factors that led to possible career choices.	Encourage students to consider the factors that led to their possible career choices.
	Discuss goals in small groups.	During small group discussion, encourage students to consider factors that led to a particular goal.
	As a class, discuss various influences on career and goal setting.	Make class aware of all the influences that impact on goal setting. Examples are: parental influence, job prestige, working conditions, money, interests, skills and aptitudes.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Point out that satisfying jobs usually relate closely to personal interests, abilities and needs.
	Discuss the prospect of living with career decisions.	In discussions, consider people they know who are • happy with their jobs • unhappy with their jobs Include reasons.

UNIT 6: WORLD OF WORK

10.0 Costs of Post-Secondary Education

MAJOR OBJECTIVE: To identify costs and sources of funding for post-secondary education.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Please see Appendix, "Post-Secondary Institutions in Manitoba." Students could phone/ write to obtain information from each institution. Students who plan to go on to post-secondary education may be encouraged to work on this theme as an individual or small group project.
Students should be able to 10.1 know where and how to access information about costs of post-secondary education	Tour of guidance office or post-secondary information location.	The school guidance counsellor and the guidance area are excellent resources for this section. Much of this information is readily available. This section may provide an opportunity for teaming with the counsellor who is familiar with this

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		information. This section can be useful for the counsellor to help students with course selections and career paths.
10.2 know the costs involved for each year's study	Small groups	
	• Estimate the costs involved for one year post-secondary education at a school of your choice	Use the following headings: tuition and other fees, books and supplies, student fees, accommodation and food (*specify room and board, at home, residence, apartment*), transportation (*indicate mode*), entertainment, travel (*to and from home*), laundry, clothing, and other miscellaneous costs.
	• Find out actual costs using the same headings	Teacher assigns each group to a different institution with various living arrangements.
	• Share with large group	
	Alternate activities	
	• Discuss possibilities for continuing education in Manitoba high schools	Have students list possible careers under each institution using poster paper or the board.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	• Estimate costs involved for one year of training	Encourage students to use an area of interest to the group. They should include tuition, books, and living expenses.
10.3 know how and where to access information on financial assistance for education	Record information in notebook.	• Canada Student Loan • Loan Rebate • Manitoba Government Bursary • Canada Scholarships • Other scholarships, awards and bursaries
10.4 evaluate other ways to pay for your education	Brainstorm ways to get money for education. Discuss advantages and disadvantages.	• On the job training • Co-op education (University of Manitoba — computer science, four year science major, mechanical and civil engineering), Red River Community College • Work part time, school full or part time • Work full time, school part time or evenings • Apprenticeship

UNIT 6: WORLD OF WORK

11.0 Planning a Program for Senior 3 and 4

MAJOR OBJECTIVE: To recognize the importance of acquiring accurate information and using this information as a basis for planning a high school program.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
11.1 know the high school subject requirements for a variety of occupations	Discuss a range of careers and the importance of selecting appropriate courses to achieve these careers.	Use a variety of examples to inform students about requirements for a variety of careers and the relationship between high school course content and future careers/ occupations.
	Complete "Sample of Jobs" worksheets.	Distribute copies of the "Sample of Jobs" worksheets from **Career Development: A Resource Guide** (Winnipeg: Manitoba Department of Education, 1981), pp. 45-50.
11.2 recognize that high school courses provide valuable background for careers/occupations	Select careers/occupations related to a variety of subject areas and write a brief description of how the subject is used "on the job."	Have students discuss a wide range of subjects and associated careers/ occupations.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		For example: • Mathematics – statistician • English– journalist, word processor • Science – environmentalist • Food and Nutrition – dietitian
11.3 propose a plan for a high school program	Complete a research project on a high school program in which the selection of high school courses potentially corresponds with personal career/occupational interests.	An independent study could be suggested. Provide students with a variety of resources including admission calendars of post-secondary institutions and the resources listed below. RESOURCES Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for Highschool Students**. 1991.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Manitoba Department of Education. **Career Development: A Resource Guide**. Winnipeg: Manitoba Department of Education, 1981, pp. 44-50. Manitoba Department of Education. **Mathematics: The Invisible Filter.** Winnipeg: Manitoba Department of Education, 1985.

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12.0 **Job-Seeking Strategies**

MAJOR OBJECTIVE: To apply job-seeking strategies to best advantage.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 12.1 understand the use of resumés and cover letters	Discuss what a resumé is and why it is used.	If individual students do not have their SIN (Social Insurance Number), please see Appendix, "Managing Your Resources," for information on how to apply.
	Revise or write a chronological resumé.	Give class handouts of several types of resumés. Chronological, for example, is best suited to young people with little or no work experience. Explain briefly other types. See Appendix for samples. Resources • **What Color Is Your Parachute?**, Annual Edition. Richard Nelson Bolles. Ten Speed Press, California.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		- **The Resumé**. Employment and Immigration Canada. Also see resource listing at end of unit. Students may have to write resumés in other classes, e.g., Language Arts and others. They sometimes have difficulty in identifying personal accomplishments and skills learned. The Appendix contains a "Personal Fact Sheet Outline" - a method of recording personal factual information that can be kept and updated. It is not a resume in itself but is useful to have when writing or updating a resume. Encourage students to prepare a resumé that they actually use or adapt when applying for a job. The Appendix also contains two other helpful references: "The Resumé and Covering Letter" and "The Application Form."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Working in small groups, examine two job ads.	Choose several job ads for which students may be eligible requiring little experience or special skills. Have students discuss the requirements and skills of the job and determine the most suitable type of resumé. Some students may prepare a specific resume to suit one of the jobs discussed. Such a resumé could be part of a student's individual project for this unit.
	Discuss the value and purpose of cover letters. Examine samples of good cover letters; list characteristics. Write a cover letter for a sample job and resume composed previously. Edit carefully. Peer edit in groups and return to original writer.	References • **What Color Is Your Parachute?** • **The Process of Writing**, John F. Parker, pp. 139-150. • **Succeeding in the World of Work**, Krimbrell and Vinegard, p. 77. • **The Resumé**, Employment and Immigration Canada.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Review the definition, value, and purpose of cover letters. Show class several well composed cover letters for different jobs. Have students determine characteristics of a good cover letter. A checklist follows • Correct spelling and grammar, complete sentences • Has an introduction, body and conclusion • Contains the date, return address and telephone number • Is addressed to a specific person in the company • Neatly typed • Signed Also see references.
12.2 recognize different ways of getting a job	Brainstorm possible ways of getting a job.	Emphasize that resumés are not the only, nor necessarily the best, means of getting a job. Resumés need to be combined with other job-search techniques. Often jobs are filled without ever being advertised.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Recommend students identify some or all of the following job search techniques • Networking — have acquaintances ask people they know if they are aware of any jobs available. • Walk the street — by going to businesses in person and asking if they are hiring, show initiative. • Use the phone — talk to people who are advertising jobs; let them hear your voice and let them know you are sending a resumé. Unless your voice is a liability, it is the next best thing to going in person and hand delivering your resumé and cover letter. • Check for advertisements in newspapers, shop windows, the Canada Manpower Office. • Fill out an application form in addition to networking, working the streets, using the phone. Suggest that students ask parents, friends or others how they got their jobs.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Invite local employers of young people to speak to the class about how they hire and what they look for in a prospective employee.	Assist students in developing a list of potential questions for guest speakers. Students may wish to use the opportunity to begin their research on local employers. As usual, adapt approaches to the local community.
	Fill out a job application form.	Please see Appendix: The Application Form: Tips For Completing Application Forms.
12.3 recognize the importance of knowing appropriate information about a potential employer	Make a list of local employers. Record pertinent employment information.	Divide class into several groups of four or five and assign one or two local employers to each. Students may have begun their research if employers were previously invited to class. Pertinent information might include • Who is the hiring person? • How many people work there? • What is the nature of the various jobs open to young people within the organization? • How long has it been in business?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• When is the busiest time of year? • What does the employer need to know about a potential employee? Students will need to explain to the employer the purpose of the information and how it might be used in the class.
12.4 know the interview process	Brainstorm probable questions for a particular job interview. Prepare answers to employer's questions and evaluate.	The interview process includes • preparation • interview techniques • follow-up Give examples of specific jobs and employers. Students should consider information they have about the particular job and employer. Encourage them to consider questions that the employer would ask; that the potential employee would ask.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		See Appendix: Some Questions Employees Ask, Tips For Preparing For an Interview.
	Discuss appropriate vs inappropriate ways to handle interviews.	See Appendix: Tips For Handling Interviews. Stress the importance of punctuality.
	Discuss appropriate dress and grooming for interviews in a variety of job settings.	Some students might be willing to choose an example of an occupation and dress for a hypothetical interview for the next class. Choices can then be discussed during the next class.
	Participate in a role playing exercise to practice interview techniques. Evaluate.	Give examples of specific jobs and employers. Allow preparation time. Help guide student evaluation.
		For the role playing exercise some students will play the role of the potential employer and some that of the potential employee.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write a thank you note for a hypothetical interview.	Please see Appendix: The Thank You Letter, Sample Thank You Letter. Employers are impressed with courtesy. A note shows initiative and manners. It can be the deciding action.

UNIT 6: WORLD OF WORK

13.0 Work Relationships/Keeping a Job

MAJOR OBJECTIVE: To understand that relationships with others is an important aspect of the world of work.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
The student should be able to 13.1 know employer expectations	In a large group brainstorm what is involved in the idea of "a full day's work for a full day's pay." In small groups, list employers' expectations of an employee. Share group findings with the class.	Employer expectations of an employee • a full day's work • initiative • willingness to follow directions • willingness to learn • friendliness • cooperation • get along with co-workers • dependability • accepts criticism • positive attitude • honesty • enthusiasm

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• loyalty • accept responsibility • make an effort to improve • adaptability
	As a journal assignment, list 10 "I do's" that would make you a good employee.	Examples are • arrive on time • friendly • respect for others
	Brainstorm or in small groups discuss • If you were an employer, how would you expect your employers to behave? • What are some of the possible outcomes from not meeting your employer's expectations? — reprimand — penalty — termination	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	• What are some of the possible benefits from meeting your employer's expectations? — respect and praise from employer — respect and praise from co-workers — raise — promotion — raised self-esteem • Ask an employer what characteristics to look for in a good employee.	
13.2 know what employees should expect from each other	In a small group, list five behaviours to get along with co-workers. Share on board with large group. Prepare a bulletin board display to illustrate findings.	Employees should expect each other to • avoid fights, stay neutral • avoid gossip • avoid causing arguments • help others • accept differences • respect others • maintain accepted formalities

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Other possible assignments are • Write in the journal about work experiences related to getting along with others. Ask an employee to describe three ways to get along with co-workers • Ask an employer why she or he would fire an employee • The main reason young people get fired is they fail to get along with co-workers. List behaviours that lead to this	• positive attitude • empathy • courtesy • sense of humour • work hard • do your share

UNIT 6: WORLD OF WORK

14.0 Protection Against Harassment (Human Rights Code)

MAJOR OBJECTIVE: To understand that "all human beings are born free and equal in dignity and rights" and how these rights are protected.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
14.1 understand what harassment is and how individuals are protected by The Human Rights Code in Manitoba	Discuss examples of harassment both at work and away from work and why it is important to provide protection against discrimination in our society. List the grounds of discrimination which are prohibited by law.	In Manitoba, The Human Rights Code, a provincial statute, prohibits discrimination on the basis of ancestry, nationality, religion, sex, age, disability, or other group stereotypes. More specifically, the Human Rights Code prohibits unreasonable discrimination which is based on group characteristics such as ancestry, nationality, ethnic origin, religion, age, sex, pregnancy, and other gender-determined characteristics, sexual orientation, marital or family status, source of income, political belief and physical or mental disability.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
14.2 apply human rights awareness to a decision-making or problem-solving process	Participate in the Action Maze Exercise and two case studies provided.	Have students divide into small groups and participate in the Action Maze Exercise (see Appendix). Students should develop consensus before going on to the next page.
14.3 understand how employees are protected by the Manitoba Human Rights Code	Complete the Employers Self-Assessment Questionnaire.	Have students complete the True or False Manitoba Human Rights Commission Employers Self-Assessment Questionnaire (see Appendix). Discuss the correct answers provided.
14.4 understand the process of dealing with a complaint under The Human Rights Code	Record process of filing a complaint.	Any person who believes that someone has contravened a provision of The Human Rights Code is invited to contact any one of the Manitoba Human Rights Commission's offices in Winnipeg, Brandon, or The Pas, and discuss concerns with an intake officer. All calls are confidential and the Commission will not act without the caller's consent.

UNIT 6: WORLD OF WORK

15.0 Rights and Obligations of Employees and Employers

MAJOR OBJECTIVE: To understand the rights and obligations of employees and employers in Manitoba under the jurisdiction of Employment Standards Legislation, within provisions of professional associations and unions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		The rights and obligations are often misunderstood by both the employer and the employee. The Employment Standards Branch is the administrative and investigative branch, mandated to ensure fairness in the workplace, wages and condition of work. The Branch provides public education services, monitors work standards, investigate and conciliates complaint issues, and enforces legislation. Please see Appendix.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to 15.1 understand the role and responsibilities of the Employment Standards Branch	Invite a speaker from the Employment Standards Branch or discuss information as presented by the teacher.	Give an overview of • student experiences in work world (encourage student input) • relevant legislation • role and responsibility of Employment Standards Branch • the process for wage complaints
15.2 understand the importance of this information for both employers or employees	Students could discuss employment issues with family and friends in the community.	
15.3 apply the basic principles of Employment Standards Legislation to work situations	Discuss information presented by the teacher and the brochure.	Please see Appendix, "Teachers Notes on Employment Standards Legislation." Please ensure that you have adequate copies of the "Information - Employment Standards" brochure for each student. A supply is obtained by calling Employment Standards Branch, 945-3352.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Briefly present the information contained in the "Teachers notes on Employment Standards Legislation." If there is no discussion at this point, this takes 10 to 15 minutes. The discussion and integration of the material may then be held off until the Case Study segment of the class. If the teacher desires, this summary of Employment Standards Legislation may be used without the Case Studies. The teacher would then facilitates discussion during the "lecture" method. An additional source of information is available in "A Guide to Manitoba Labour Employment Standards" and in the actual legislation.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Working in small groups, read and listen to Case Study 1. Identify the issues of concern.	• The teacher could present Case Study 1 (See Appendix) to the students as a small group assignment. A time limit of approximately 15 minutes is to be allowed for issue discovery on Case Study 1. The **INTENDED ISSUES** are – Minimum Wage – Equal Pay for Equal Work – Unauthorized Deductions – Standard Hours – Overtime Rate – Employer responsibilities: payroll records and payment of employees twice per month – Meal Break – Young Workers – Child Employment Permit • The teacher can debrief the case study with the "Teachers notes on Case Study 1" (see Appendix).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Working in small groups, read and listen to Case Study 2. Identify the issues of concern.	• The teacher could present Case Study 2 (see Appendix) to the students as a group assignment. A time limit of approximately 10 minutes or less should be allowed for issue discovery in Case Study 2. The **INTENDED ISSUES** are — General Holidays Those "special days" that are commonly thought of as general holidays but are not in the legislation. — Vacation Wages Criteria for determining a vacation off with the current rate of pay or 4 per cent of regular gross earnings on your paycheque. • The teacher can debrief the Case Study 2 with the "Teacher notes on Case Study 2" (see Appendix).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Working in small groups, read and listen to Case Study 3. Identify the issues of concern.	• The teacher may present Case Study 3 (see Appendix) to the students as a group assignment. Time allotted to the discovery of issues is approximately 10 minutes or less. The **INTENDED ISSUES** are – Termination – Maternity Leave/Parental Leave – Protection for Employees • The teacher can debrief the Case Study with the "Teacher notes on Case Study 3" (see Appendix).
15.4 understand the role and responsibilities of professional associations and labour unions	Define "labour union" and "professional association." Create a list of occupations and research which associations or labour unions are affiliated with each occupation. Contact the union or association for information regarding its purpose, the	Students need to recognize that many occupations involve affiliation with an organization. In some cases, membership is voluntary and in others it is mandatory. Help students to recognize the wide scope of occupations which have affiliations with labour unions or

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	benefits of membership, and responsibilities of membership.	associations and that these affiliations have benefits and responsibilities for the employee and employer. Discuss issues like collective bargaining and licensing.
	Invite a representative from a labour union and a professional association to the class to describe the obligations, benefits and responsibilities of membership.	• Labour Organizations (Telephone Directory — Yellow Pages) • Associations (Telephone Directory — Yellow Pages)

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UNIT 6: WORLD OF WORK

16.0 Safety and Health

MAJOR OBJECTIVE: To recognize that legislative provisions exist to protect the safety and health of all persons within a workplace.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to		
16.1 appreciate the risks associated with day to day work activities	Compile a list of potential hazards and actual injuries/illnesses which have occurred at workplaces by interviewing several employed people.	Suggest that students talk to people employed in a variety of occupations including those that may be "high risk." Identify that hazards exist in several categories: physical, chemical, biological, psychosocial and ergonomic (the study and design of work areas, tools, and furniture to enhance the health and safety of the worker). Provide students with an opportunity to review the article "Work is More Deadly Than Crime in Canada," as a discussion subject. Please see Appendix.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
16.2 assess the risk potential in a work environment	Create a chart showing • potential workplace hazards • the type(s) of injury/illness that may result • the costs to the employer if the injury/illness occurred	Consideration is to be given to both economic as well as social costs (see Iceberg Theory in the Appendix). A video could be shown to stimulate thought (see Appendix for sources).
16.3 understand the purpose of, and duties imposed by the Workplace Safety and Health Act	Role play — the first day of work for a new employee, considering the employer's and worker's duties respecting safety and health.	This activity establishes an excellent appreciation of the legislation. Students will have to be prepared for this activity by reviewing sections 4 and 5 of the Workplace Safety Act (see Appendix).
16.4 understand the benefits to workers/employers of continued participation in safety and health activities	Discuss how adherence to safety and health principles benefit workers and their employers individually and jointly.	This discussion may be directed to revolve around the need for legislative controls and the impact of implementing these controls versus the potential costs of accidents.

UNIT 6: WORLD OF WORK

17.0 Volunteering/Community Service: Another Kind of Work

MAJOR OBJECTIVE: To become aware of the possibilities for volunteering in the community.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
The student should be able to		
17.1 understand volunteering and community service	Brainstorm terms and definitions for volunteering and community service. Possible activities • Interview a person who volunteers. Write a paragraph on why people volunteer. • Interview someone who uses a volunteer. How are volunteers viewed?	Volunteer Centre of Winnipeg, 477-5180. Check local newspapers and hospitals in other communities. Volunteering may be defined as work for strangers without pay. Discuss the concept of "pay back." Clarify the difference between volunteering to actually help others and volunteering so a resume looks good (human needs - whose?).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
17.2 be aware of volunteer and community service opportunities	Brainstorm ideas of places in the community which use the services of a volunteer. Make arrangements and follow through with some community service or volunteer opportunity. Journal assignment — write about the process followed, describe the work station. What were the benefits to self and others.	Ask students about volunteering experiences they are presently involved in. Encourage students to plan a volunteer opportunity that they are able to actually follow through. Encourage them to share the experience with the class, while respecting the confidentiality of people involved. An alternate may be to plan a volunteer opportunity they hope to do some time or would like to do.
17.3 know the benefits to community and self	Discuss how the experience gained in volunteer work helps personal or career development and the individuals being helped.	Involvement as a volunteer enables individuals to • Free funds for other worthwhile purposes • Meet a need which might otherwise not be met • Make someone else's life better • Contribute to the well-being of someone else

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		• Feel of helping, giving • Enhance self-esteem • Learn • Lead to a job • Feel part of that group

RESOURCES: UNIT 6: WORLD OF WORK

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CHOICES

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Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World**, 1991.

Kelly-Plate, J. **Career Skills**. Canadian ed. Toronto: Collier Macmillan, 1990.

Krimtrell, et al. **Succeeding in the World of Work**. Glencoe Publishing, 1986.

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UNIT 7: INDEPENDENT STUDY

UNIT 7: INDEPENDENT STUDY

(STUDENT-DIRECTED)

INTRODUCTION

The intent of this unit is to give students of all ability levels added opportunities to select particular content which they wish to explore in greater depth or in a new way. Students are at the centre of this selection experience and take on ownership and responsibility for their learning. Therefore, this unit is not developed on particular themes.

The teacher's role is to be the motivator, facilitator, and co-evaluator of learning by assisting students in designing and developing learning activities that reflect their needs and interests.

When students are presented with the opportunities to make choices and decisions about their learning they will probably need guidance to

- choose a topic. At first they tend to base choices on what a friend is doing, or getting a good mark rather than their own need and interest
- choose methods. They need to understand their own best learning style(s)
- set goals for the project
- set timelines and work within them
- assimilate knowledge and skills
- use a wide variety of resources
- make contacts outside the class
- produce a "finished product," whatever the format.
- share with a designated audience
- evaluate the learning experience and act upon the results

In the first six units of this course, a number of suggestions are made for possible independent study. These are just a few examples for consideration. However, teachers and students are free to select their own areas of study.

Skills for Independent Living is designed to involve students in planning, implementing and evaluating learning experiences. These responsibilities along with opportunities for independent study provide students with several advantages. They enable students to

- work at their own rate
- gain a sense of ownership
- explore personal interests
- develop creativity
- improve the quality of their work
- participate in a variety of activities
- enhance decision-making skills
- become independent learners
- learn to obtain information
- enhance self-esteem

- become actively involved
- explore individual learning styles
- manage their own time
- experience cooperative learning and peer tutoring
- give/receive more comprehensive evaluation

Opportunities for independent study should be made available to every student, however, some students will require more teacher direction than others. The intent is to assist students in having a role in directing their learning.

The **Sourcebook for Gifted Education**, produced by Manitoba Education and Training in 1989, provides a theoretical and practical guide to build relevant, innovative, and cohesive programs for gifted and talented students at the K-12 level. However, all students can benefit by learning to take responsibility for their own learning. Some of the practical procedures for encouraging self-directed learning have been adapted from the **Sourcebook for Gifted Education** (pp. 32-34) and are outlined on the following pages. These procedures can be applied to most students.

Encouraging Self-Directed Learning

There are various practical procedures to follow in order to encourage self-directed learning, including those presented below.

- **Create an atmosphere that encourages and facilitates independence in learning.**

Appropriate learning simply cannot happen unless self-directed study is seen as a highly valued and legitimate activity. Time is a critical factor. Teachers must allow students the freedom to work on specific projects, which may take some time away from regular subjects and take them out of the classroom.

Independent study may involve a variety of experiences for students to

- prepare a survey regarding current interest rates or career opportunities
- search out data from the Archives
- interview political leaders
- conduct taste tests and clothing desirability tests
- produce audio tapes in conjunction with local radio personnel
- speak to parent groups

If such diverse activities are to become part of an independent study program, flexibility will be necessary in terms of attitudes, timetabling, arranging transportation, and other relevant variables.

It is often necessary to do some curriculum compacting. This is a procedure which assesses a student's knowledge and skills in regular course work and frees those who have mastered both from undertaking some or all of the regular requirements of that work. This accounting may be done by using such methods as formal testing, interviewing and conferencing, and analyzing student products. Generally, compacting is done on a unit basis, but in some cases it may be appropriate to compact a whole year's work in one subject. If done well, this technique can relieve gifted students from practicing skills they have already mastered and can free them to spend more time on higher level activities.

- **Allow the curriculum to develop from students' own interests.**

  Since major projects are a substantial undertaking in terms of time and effort, students should be motivated and enthusiastic about the task. Not surprisingly, students do a better job on a project if they are interested in the subject. Research provides evidence for the success of interest-based curricula in developing process skills and autonomous learning.

- **Get a commitment from students and have them develop a plan for carrying it out.**

  Having students create contracts for their own learning helps to formalize their commitment to the task and motivate them to complete it. Once the commitment has been made, students should develop a plan which would allow them to approach their tasks as systematically as possible.

- **Introduce students to the process involved in research.**

  The process begins with the ability to use the library. To do good research and to take ownership for their learning, students need access to relevant books, articles, kits, people, and places. If the school lacks resources on the particular topic, the teacher should arrange to bring in the necessary materials. Manitoba Education and Training can be a valuable resource in this regard.

  Students also need to be aware of the steps involved in research. There are many commercially available programs to help teach students how to conduct and write up quality research. If other sources are not available, students may be referred to the **World Book Encyclopedia** which offers a solid section on writing, speaking, and research skills. Teachers have a responsibility to ensure that their students understand the basic steps in preparing a research report (choosing a subject, planning, outlining, gathering information from multiple sources, writing, revising, reworking with a critical eye, and preparing the final report).

- **Provide the necessary opportunities for students to work with people who have a knowledge and understanding of the field of study.**

  Students are not always ready for independent study and may require some extra support from the teacher, librarian, aide, or another person on staff. Many educators recommend a gradual transition by using a mentor — some individual (perhaps a member of the community) with a high level of expertise and interest in the area of concern — to support and facilitate the process. The initial support from the mentor gives the student the time to acquire skills and confidence gradually in a relaxed and well-paced style. Mentors may also play an important role for those students who feel more confident about their work, but need the experience and insight of someone who has gone through a similar process.

- **Encourage students to produce a polished final report.**

  As one of the basic purposes of independent study is to share and communicate findings, work must be presented in a lucid and organized form to a designated audience. Presentations should be varied in form and comprehensive in treatment, reflecting a complex and sophisticated grasp of knowledge in tune with the abilities of the student.

TEACHER TOOLS

Field Trip/Guest Speaker Activities

Students may need assistance to consider the following factors when they are planning a field trip or guest speaker activity.

- objectives/purpose of the activity and how it relates to **Skills For Independent Living**.
- any other school groups who might wish to participate, if appropriate.
- opportunities/limitations of school scheduling, rules.
- who will make the contact and when, considering the needs and schedules of the visitors as well as the contacting student.
- the contacting process:
  - look up phone number, if necessary
  - identify self and the circumstances:
    - make-up and nature of the class
    - specific area of study
    - what students hope to learn
    - dates, times, and meeting place
    - name of contact person
    - possibility of follow-up call
- how to verify that arrangements are complete within an appropriate time frame.
- what preparation the class will require prior to the activity, possible questions to ask during the presentation, appropriate behaviour.
- introduction and thank-you on day of activity.
- thank-you note to follow.
- appropriate class follow-up activity.

Guidelines for Working in Small Groups

Why?

- to help each other learn (more ideas, hopefully more fun)
- to learn to work with other people

Your Job?

- listen to each person's ideas, information, feelings without put-downs
- contribute your ideas, information, feelings when appropriate without dominating your group's discussion
- give and take, compromise
- ask questions when helpful
- encourage each person to contribute
- stay on task

Getting Started

- select a recorder, a sharing person, a leader
- the recorder records the group's findings
- the leader
  - restates the task
  - makes sure everyone participates
  - helps the group stay on task

Enjoy and Learn

AN APPROACH TO UNIT PLANNING WITH STUDENTS

UNIT: ____

CLASS: ____

STEP 1: Brainstorm/Discussion

PROBLEMS/CONCERNS	THINGS WE SHOULD STUDY	POSSIBLE METHODS

STEP 2: Our Potential Plan — Student Committee and/or Teacher

CONTENT/GOALS	METHODS	TIME PLAN

Brainstorming

Brainstorming is a method of creative thinking.

Technique

- Students say anything that comes to mind in response to a particular question. All suggestions are recorded for everyone to see.

- When initial brainstorming is completed each response is discussed or evaluated, depending upon the question.

Guidelines

- suggestions are recorded as given (avoid editorializing)
- no judgments or comments are to be made when a suggestion is presented
- any idea, no matter how ridiculous it may seem, can be presented, as it may trigger a more relevant idea
- suggest as many ideas as possible
- encourage combinations and improvement of ideas

Source: Adapted from Teacher Resource Manual (Core), C.A.L.M. Alberta Education, 1988.

Building Classroom Climate

Many of the learning expectations and learning experiences outlined in the course of studies involve students in activities that need a supportive classroom climate.

A supportive classroom climate enables students to

- express opinions and concerns and be assured of a fair hearing
- avoid inappropriate personal confrontation or aggression
- be assured of the opportunity for self-expression
- build a sense of self-worth
- be assured of teacher support
- build a trusting student-teacher and student-student relationship
- recognize that there are various levels of appropriate disclosure

A supportive classroom climate does not occur immediately; it is developed gradually. It is important that the teacher consciously endeavours to build a positive classroom climate from the beginning of the course and designs lesson to reinforce this climate throughout the year. Teachers need to monitor all classroom activities and interactions to ensure that a positive climate is maintained and enhanced. This is achieved by

- **activities** that help students get to know each other; that build self-concept and confidence; and that encourage empathy among the students
- **teacher skill** as a facilitator
- **class cohesion** — students feel comfortable with activities that are taking place and the expectations of the teacher and fellow students

As well as building a supportive classroom climate, it is most important that the teacher be sensitive to the feelings and needs of individual students.

Before starting any lesson, consider the following

- Do I feel comfortable with the topic of the lesson and the learning objectives that are defined?
- Where can I obtain additional information and, if necessary, support to present this topic?
- Are the activities planned for the students likely to generate personal disclosure? If so, what strategies can I apply to ensure that the level of self-disclosure is appropriate (e.g., students have opportunity to "opt-out"; importance of confidentiality is reinforced)?
- What questions/issues might be generated with this topic? How can these questions/issues be handled?
- Is there adequate time to ensure the students can apply (process) the information to their own lives (establish a personal context for the information)?

With these questions in mind, and the emphasis given to development of a positive classroom climate, the teacher and students will be better prepared to explore the units.

Source: Adapted from Teacher Resource Manual, Core Program, C.A.L.M. Alberta Education, 1988.

The Classroom Meeting

The classroom meeting enables students to

- share and discuss an important event, dealing with social issues, or specific problem solving
- gather informally, sitting in a circle in an atmosphere that is not academic
- share the responsibility for the learning environment
- allows for student input and evaluation are the focus
- direct toward the positive and find solutions

The teacher is able to

- promote a warm nonjudgmental environment of acceptance where students feel safe in expressing feelings and opinions
- request and incorporate student input in creating a warm, nonjudgmental environment
- encourage students to evaluate their own behaviour
- reflect the class attitudes; gives his/her own opinions as is appropriate

Students are able to

- play an active role
- participate directly and honestly following established guidelines for giving/receiving feedback
- place emphasis on decision making and self-evaluation

Classroom Meeting Techniques

- The meeting can be chaired by either a student or a teacher; minutes may be recorded as is appropriate.
- Establish a climate of involvement.
- Identify and clarify the problem for discussion.
- Group members make personal value judgments about their behaviour regarding the problem or issue. Each member has an opportunity to contribute.
- Identify alternative possibilities if appropriate.
- Make a commitment as a group to try out a specific plan of action.
- At a later date, examine the plan of action for its effectiveness.

Source: Adapted from Career Development Institute, **C.A.L.M. Down: A Teacher's Survival Handbook for Effectively Teaching the CALM Curriculum**, Concordia University, Edmonton, 1989.

Interdisciplinary Approach

Skills for Independent Living teachers and students are urged to collaborate with other staff/courses within the school. Listed below are some of the connections that may be helpful to explore in various other courses. Students can be encouraged to look for others within the school.

BUSINESS EDUCATION	HOME ECONOMICS
business role in our economic system business rights and responsibilities business efforts to aid consumers banking insurance investments taxation credit availability credit contracts employee benefits financial recordkeeping entrepreneurship	values goal setting decision making decision implementation developing resources financial planning evaluating quality consumers' role in our economic system quality of life nutrition interpersonal communication career development emotional development self-concept relationships
SOCIAL STUDIES	**ENGLISH**
consumer rights and responsibilities consumer law consumer protection financial issues in the marketplace government's role in our economic system federal agencies government regulation comparative social/economic systems taxation role of agriculture in the economy and world trade sustainable development	business letters consumer economic terms values, goals, and career decisions in novels and biographies dramatic presentations related to various areas newspaper articles debating writing advertisements writing resumés
GUIDANCE	**MATHEMATICS**
career development relationships personal development	computations related to credit charges, savings, investments, and taxes computing federal income tax writing cheques and balancing a chequebook percentages time value of money compounding of interest

The Learning Journal

"I don't know what I really think until I write it down."

The Journal

- consists of informal writing done on a regular basis in which one expresses ideas, thoughts, and feelings in relation to course material.
- is neither "diary" nor "class notebook" but borrows features from both.
- is written in a personal style using the first person.
- will have a purpose which varies depending on the course.
- as an activity in **Skills for Independent Living**, provides a format to help a student THINK about what happens in daily life and the decisions being made.
- can help a student find personal connections to the material and processes being learned in class.
- can provide for the student, a method to learn, understand, and think about course material.
- can be a place to collect observations, responses, and data.
- is most useful if entries are frequent and of a length that allows for thought development.
- can be kept in a loose leaf notebook so that only one portions can be handed in; private entries can then be retained by the student.
- can be done in any format suited to the skills of the student.
- can be shared with the class as is deemed appropriate by the student.
- can be written and shared by the teacher as well.
- requires regular feedback from the teacher and other students.
- entries may be prompted by assigned questions, or left to the student's discretion. Out-of-class entries are to be encouraged.
- entries should be dated and titled, pages numbered, a table of contents included and an evaluative conclusion written. This encourages the writer to take the document seriously and to review what has been written over a whole term of study.
- implementation can be decided by the teacher and the class as to frequency of writing and evaluation procedures to be followed.
- evaluation could be quantitative (specific requirements satisfied) and qualitative (relationship of entries to the course material; cognitive and analytical skills in relation to abilities of the student). The use of grades is optional.

Source: Fulwiler, Toby. **The Journal Book**. Portsmouth, NH: Boynton/Cook Publishers, 1987.

The Decision-Making/Problem-Solving Process

The Process

- define the problem/decision
- list the alternatives
- weigh the pros and cons for each alternative
- choose the best alternative
- implement the chosen solution/decision
- evaluate

The decision-making/problem-solving process is referred to specifically in the "Self-Management" unit and in more detail in the "World of Work" unit. Teachers and students are encouraged to practise the process throughout **Skills for Independent Living** so that it becomes a "lifeskill."

Some important features of the process include

- the necessity of clarifying the issue. This may take some time and thought but it helps focus subsequent efforts.
- looking at many different alternatives (a kind of brainstorming).
- looking ahead at possible consequences; taking account of personal values and feelings as well as possible limiting factors so the decision or solution is more likely to be satisfactory.
- the implication that if the decision is unsatisfactory, one can learn from the experience and try another approach.
- provides a format through which one can act upon a problem or issue, thereby retaining some degree of control.

Issues in teaching decision making/problem solving

- the best methods appear to include modelling the process and teaching it as an integral part of life decisions and problems.
- note that there is a parallel to the processes and attitudes involved in enterprise and innovation.
- with practise, the process can become a natural pattern of thinking.

Student Projects

Suggestions

I. For each project, reinforce the usual guidelines about making decisions regarding their individual and group projects

- opportunity for choice is a chance to take responsibility for one's own learning, to do what is most relevant
- the topic should be one that is personally relevant, what one wants or needs to learn about, not because "my friend is doing it," or "I can get a good mark because I know it already"
- will it work better individually or in a group?
- is it manageable within the time lines and other available resources and constraints?

II. Since student needs and interests grow and change, they need resources to find information when it is most relevant to them in their lives. Throughout their project work encourage them to

- seek relevant information from a variety of resources
- take initiative in making phone calls, interview people, arrange for guest speakers, write or ask for information
- be innovative when considering the possibilities
- prepare their materials in an organized, useful fashion

III. Sharing of the individual and group projects at the end of the unit is a good opportunity to

- enrich the learning of all students
- cover one of the "whole class" topics in the unit (e.g., Rights and Obligations of Employers and Employees) with teacher assistance
- communicate what they have learned

Using Community Resources

RESOURCES	WAYS TO INVOLVE THEM	TOPICS
Young Adults • High school juniors and seniors • Dropouts • College students • Young marrieds • Working graduates	• Interviews • Combined classes • Guest speakers • Questionnaires • Surveys	• Planning to meet expenses • Adjustments after graduation • Planning to meet college expenses • Financial aid, grants, loans, scholarships, etc. • Financial problems in early marriage • Managing two incomes in a marriage • Financial aspects of earning a living • Keeping a job • Career development
Single Adults • Career-oriented individual • Divorced person • Widow or widower • Retired person	• Interviews • Group or panel discussions • Questionnaires • Surveys • Guest speakers	• Planning for living alone • Investment goals • Planning for retirement • Changes in lifestyles
Parents • PTA • Single parent • Dual-career family • Mother who works outside the home • Traditional family • Teen parent	• Interviews • Group or panel discussions • Home experiences involving parents • Surveys	• Child care and work decisions • Aspects of having and raising children • Actual problems in family financial planning • Examples of family goals, needs, wants • Methods of managing family income • Interaction of family members • Balancing career and home
Business • Representatives from Chamber of Commerce • Human resource professionals • Career counsellors • Small business owners • Economists • Entrepreneurs • Unions	• Interviews • Guest speakers • Surveys • Mentors	• Employee/employer benefits and obligations • Career opportunities • Employment outlook • Getting/keeping a job • Entrepreneurial venture • Sustainable development
Financial Community • Representatives from financial institutions • Credit managers in retail stores • Credit bureau representatives • Credit counsellors	• Field trips • Guest speakers • Interviews	• The Federal Reserve System • The Bank of Canada • How financial institutions operate • Kinds of financial products and services, i.e. home equity loans, depository accounts, etc. • How to balance a chequebook • New technology and future trends • Competition in the marketplace • How to establish credit • Types of credit • Credit-reporting agencies • How to use consumer credit wisely • Avoiding credit problems • Debt counselling • Bankruptcy • Entrepreneurial venture

RESOURCES	WAYS TO INVOLVE THEM	TOPICS
Insurance Agents	• Interviews • Guest speakers • Surveys	• Types of life insurance • Purpose of insurance • Individual/family needs for insurance • Insurance information sources • No-fault insurance • Tenants insurance • Disability medical insurance
Investment Community • Financial planners • Stockbrokers • Real estate agents • Accountants	• Interviews • Guest speakers • Field trips	• The stock exchange • Investment programs • Services offered by stockbrokers • Types of investments • Investment choices for small investors • Investment risks • Choosing a financial planner • Owning real estate • Understanding taxes • Mutual funds
Community Support Groups • Legal Aid Society • Crisis Centre • Family Services Association • Credit Counselling Service • Extension agent • Family counsellor	• Interviews • Panel discussions • Guest speakers	• Realistic problems of individuals and families • Support offered by the community • Establishing family communications
Community Service Institutions • Hospitals • Senior Centres/ Residences • Government offices • Police • Recreation Centres • Professional associations • Schools • Band Office • Churches	• Interviews • Guest speakers • Work experience	• Career planning • Entrepreneurial venture • Sustainable development • Professional rights and responsibilities

Teacher's Role in Cooperative Learning

Shirley Chapman, Ph.D.
Assiniboine Community College

Teacher needs to understand the five basic components of cooperative learning. The teacher needs to understand how to implement these components within the teacher's role. He/she is a classroom manager and consultant who promotes effective group functioning.

Teacher's role includes five sets of strategies

- Clearly specifies the objectives for the lesson
  - academic objectives
  - collaborative skills objectives

- Makes certain decisions about placing student in learning group before the lesson is taught.
  - Decides on group size
  - Assigns students to groups
  - Arranges the room
  - Plans the instructional material to promote interdependence
  - Assigns the roles to ensure interdependence

- Clearly explains the task and goal structure to the students.
  - Explains the academic task
  - Structures individual accountability
  - Structures intergroup cooperation
  - Explains criteria for success
  - Specifies desired behaviours

- Monitors the effectiveness of the cooperative learning groups and intervenes to provide task assistance or to increase student's interpersonal and group skills.
  - Monitors student's behaviour
  - Provides task assistance
  - Intervenes to teach collaborative skills

- Evaluate the students' achievement and helps students discuss how well they collaborated with each other.
  - Provides closure to the lesson
  - Evaluates the quality and quantity of students' learning
  - Assesses how well the group functioned
  - Structures academic controversies

Roles of Each Member of Cooperative Learning Groups

Shirley Chapman, Ph.D.
Assiniboine Community College

Below are the duties of four possible roles that can be used in a cooperative learning situation. Students should change their roles regularly so that over a period of time each person will have the practice of each role. When the roles are changed, each member should review their duties and be able to tell the group what they are.

Leader

- Settles group and insures attendance to task.
- Reviews instructions by restating directions.
- Attends to processing and group input.
    - Asks questions of group members
    - Paraphrases, clarifies, synthesizes group processing, and facilitates group discussion
    - Returns to group to task
    - Ensures all members are participating
    - Formats procedures to insure full participation
    - Assigns responsibilities should need arise
    - Responsible for group evaluations

Recorder

- Takes notes for group.
- Responsible for collecting individual assignments.
- Responsible for group records and collective files.
- Keeps group attendance and provides record to teacher upon request.
- Provides notes for any who have missed class.
- Responsible for group praise (using predecided group signals or words)
- Monitors class assigned time for group task

Speaker

- Speaks for the group when group view is presented to class.
- Observes group process and identifies any problems.
- Organizes task resources.

Monitor

- Distributes handouts, resources, and returns assignments to group.
- Collects all materials from appropriate members to meet all group responsibilities and transmits to teacher.
- Obtains group envelope from class box and returns it.
- Monitors noise of group using predecided group signals.

Each group should have a large envelope with their group name printed on it. Into this envelope can e place current resources, forms, returned assignments, new assignments, or handouts for missing students. Each class should have a box or other suitable place to place all the group envelopes.

Each group decides on a group name, group silence signal, silent praise signal, and noisy praise signal.

As well, each group should identify any resources, forms, procedures needed to actuate their group. These are to be placed in your group envelope.

Evaluation of the roles prior to changing roles

Before changing roles, the group should evaluate each of the roles using the same criteria of the role. This evaluation can be a group or by each member of the group including the person whose roles is being evaluated. The above criteria of each role should be used in evaluation. Students can evaluate the roles using a scale of 0-4 (0 is never, 1 is seldom, 2 is sometimes, 3 is often, and 4 always). Add a "General Comments" section for each role. All evaluations should be signed by the evaluators.

Communication Techniques

The Philosophy of Cooperative Learning

We are social creatures and a great deal of our learning takes place in a social environment. Studies have shown that students working both in pairs and in larger groups, where they are tutoring each other and sharing rewards, demonstrated higher achievement and mastery of material. The interaction produced more positive feelings towards self and others and improved student self-image.

Cooperative learning has been shown to reduce prejudice and hostility between students and between groups, and the combination of social and intellectual skills that it provides can be a real boon to learning. The cooperative environment can provide a powerful tool for building communication skills — which the CALM curriculum focuses on both as a topic of study and as a generic skill.

We will look at some of the techniques of communication that use a cooperative approach.

Role Play Techniques

"Whether 'Tis Nobler In the Mind ..."

Role playing is simply what it says — the playing of different roles. It involves setting up a problem situation, assigning people to roles, allowing them to interact and finally discussing the results. it is an extremely flexible technique that can be used to help students increase awareness and understanding of their own feelings and values — and those of others. It is very useful in that it can be applied to a wide array of situations and allows us to capture a part of the real world and baring it into our own secure and non-threatening environment. It's powerful because many of the feelings connected with the real-life situation can arise during the role play.

Role play is a technique that offers an alternative to simply talking about the issues and allows us to bring them to life. The goals are to provide students with an 'experience' that increases their understanding and awareness of themselves and others, to promote empathy towards others, and to help students develop strategies for problem solving.

Role of the Teacher

The role of the teacher is (once again) as facilitator — though it's certainly not a bad idea for you to sometimes become involved in the action. The teacher coordinates the phases of the role play, guides the students through the activities and help them explore their reactions and pints of view. The facilitator must explain role playing and its goals to the students, facilitate 'setting the stage' by eliciting a problem from them, assign roles and get the action going. (Of course, all of these stages can be done in cooperation with the students.)

Perhaps the most important part of the teacher's involvement takes place after the role play itself is over, and involves helping the students identify and express their feelings and reactions.

Role of the Student

Students can provide the problems to be enacted and play important parts even if not directly involved in the role play itself. As observers they must be aware of their own feelings and observations and contribute to the discussion afterwards. (Observers should be given instructions beforehand as to what they should be looking for.)

Learning Environment

Students may, especially in the beginning, feel somewhat ill-at-ease with role playing and may have difficulty until a level of trust is established. A secure and non-threatening environment is very important and the facilitator should be accepting and non-evaluating.

Using Role Play Techniques

"Lights, Action — Roll 'em"

The role play itself is spontaneous, unrehearsed and usually involves only 2 to 5 actors to avoid unnecessary complexity. Remember that not all students will effectively participate in the role play the first time and some will ave to learn to 'get into' a role. Observing others will help.

There is a good chance that it WON'T work if you simply throw out an idea, ask for volunteers and say "Let's go!" As with most activities, following a format or model — especially in the beginning — can be very helpful. A good model for role playing has been outlined using the following steps

- **Introduction**: Introduce the problem and explain its importance. Give clear examples and discuss them. Make sure the students have a good sense of the issue. What are their views and feelings now? Promote a climate of acceptance where students feel they can express themselves.

- **Choose Participants and Set the Stage**: establish (with the class's help) what the roles (or characters) are and ask for volunteers. Sometimes students are very eager to take part or perhaps are very involved in the issue that's been presented.

Then outline the scene — but don't prepare any of the dialogue. The teacher can ask a few clarifying questions about where it's taking place (i.e., someone's kitchen table at home) and when it's starting (i.e., just as the family is sitting down to supper). Create the setting without directing the action. Allow the role player a few moments to think about his or her role before the action beings — to acquire the necessary mind set.

- **Prepare Observers**: As mentioned previously, the observers must be involved and later participate in the discussion of the experience. You might assign them specific tasks using such questions as:

  - what did the body language of each actor suggest or communicate?
  - what were the actions of one specific character?
  - what phrases or comments used seemed to be very significant to the outcome of the role play?
  - what were some of the actions/methods used by the role players in solving problems?
  - what intonations were used by the speakers?

  Consider having some students close their eyes and report on the verbal messages only.

- **Action**: Keep the role plays short and allow them to run only until the issue you're dealing with is covered. If later you discover that something's still unclear you can run through the action again.

- **Discuss and Evaluate**: Help the observers to 'get into the roles' by asking questions like, "How do you think James felt when her father yelled at her?"

  Also, focus on the motivations of the role players? "Why did Jack break into the store with his friends."

- **More Action**: Apply some of the insights and alternatives generated in the group discussion and run through the role play again. Afterwards discuss them again. Are the alternatives better? Are they realistic? Do they work?

- **Closure**: How can the others relate to what happened? Are there aspects of what's been observed and learned that can be applied and generalized to their own lives and to life in general?

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Reflection Prompts

There are four sections of reflective prompts. Many prompts assume you will explain your answer by answering "why" or "how." None of them require a yes or no answer. Use the following reflective prompts for each class reflections: A, B, C. Complete Letter D when the assignment is returned from the instructor.

A. **General Reflective Prompts** (Use after class participation)

1. From whose viewpoint are we seeing or reading the evident, and how reliable is it?
2. How do we know what we know? What's the evidence, and how reliable is it?
3. How are things, events, or people connected to each other? What is the cause and what is the effect? How do they "fit" together?
4. So what? Why does it matter? What does it mean? Who cares?
5. What have I learned about _________? (both content and strategies)
6. How have I learned it about ________? (both content and strategies)
7. How can I apply/change/or modify it for future use in the classroom?
8. What did I get out of this activity/lesson/project?
9. What does it mean to me?
10. How am I now thinking about these ideas?
11. How am I now thinking about these ideas?
12. I learned _________.
13. I still do not know _________.
14. I still wonder about _________.
15. I feel ____________. Why?
16. What observations did I make about _________?
17. Why do you suppose we did _________? (offer an explanation)

18. What are some important differences between ________ and ________?

19. What are some important similarities between ________ and ________?

20. What might be some advantages and disadvantages of ________?

21. How is this activity similar and different to another activity (or series of activities)?

22. I am in difficulty and I need to know ________ to complete this task.

B. **Cognition Reflective Prompts**

(Answer the question "What did I learn?") (Cognition includes content and skills.) Use after class participation.

1. What new information did I learn?
2. How will knowing this "stuff" help me do better?
3. Of the information provided, what was relevant? What wasn't relevant?
4. How does what I learned fit with what I already knew about the topic?
5. Is there anything else I'd still like to know?
6. How is this content similar and different from other content we learned?
7. How does what I learned fit with what I already knew about how to think about the topic?
8. How does what I learned fit with what I already knew about how to learn about the topic?
9. How does what I learned fit with what I already knew about how to solve problems related to the topic?
10. How does what I learned fit with what I already knew about how others think/learn/solve problems related to the topic?
11. How does what I learned fit with what I already knew about how experts think/learn/solve problems related to the topic?
12. How is this skill similar and different from other skills we learned?

13. Using semantic mapping, write a summary of the content. Draw a conclusion in 1-3 sentences.

14. make a concept chart. Draw a conclusion in 1-3 sentences.

15. Make a retrieval chart of the content. Write a summary in 2-3 sentences.

16. Make a comparison. Comparisons of two concepts learned in the lesson or between content in one lesson and previous lesson. Do one of the following:

    a) Compare and contrast chart. Draw a conclusion in 1-3 sentences.
    b) A Venn diagram. Draw a conclusion in 1-3 sentences.

C. **Process Reflection Questions**

(Answer the question "How did I learn it?") Use after class participation.

1. Have I ever done anything that made me think like this activity did?

2. Have I ever done anything that made me feel like this activity did?

3. Could I have found a way to learn the information faster, more fun, or more interesting?

4. Would I do it the same way next time?

5. How does this strategy "fit" my belief about teaching Social Studies?

6. We did _________ because _________.

7. I think it should be taught using _________ strategy/activity? Explain why.

8. What is there to be learned from this activity/strategy?

9. How will it be relevant in my teaching career?

10. What is another way to do this? Which is the most thorough way? Why? How will I do it? What order will I do things in? What needs to be first? (Consider #10 three questions.)

11. The task would be more exciting if I could also do _______ and _______.

D. **General Meta-Product Concerns Reflective Prompts**

Use after the assignment is returned from the instructor.

1. Did I know what my instructor's standards were for my assignment?
2. Were my standards for my work the same as the instructor's? If not, how were they different?
3. What could I have done to make the assignment more successful?
4. I did/did not do my very best in this assignment. (Y/N)
5. I was a successful failure (I got a good mark but I did not do my very best). (Y/N)

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APPENDIX

UNIT I: INTRODUCTION

Ideas For Learning Names

- Each person introduces self to class (e.g., name one thing he/she likes to do, etc.).
- After random pairing each pair spends five minutes getting to know each other. Then introduce each other to rest of class.
- Class divides in half. Each group then aligns itself along a wall as fast as possible in alphabetical order using the last letter of the first name. Students then introduce their neighbour to rest of class. This technique could be repeated at a later date using birthdays or last names.
- Class sits in a circle. Students think of a word to combine with their first name, e.g., Lively Lynn. Students take turns at saying their own word-name plus all previous word-names.
- A Person Who .... (see followiong page).

A Person Who ...

DIRECTIONS: First, write your name in the centre square. Then find people who meet the other descriptions. Have those people write their names in the appropriate squares. YOU MAY USE EACH PERSON'S NAME ONLY ONCE!!!! Remember, the person MUST write his or her own name. Shout BINGO! when you have filled up all the squares.

	B	I	N	G	O
1	A person born in a foreign country	A person who has a part-time job	A person who has travelled outside Canada in the last year	A person who has read at least three books in the last month	A person born under the sign of the ram
2	A person who loves cheesecake	A person with at least two brothers or sisters	A person who has at least 18 plants in his/her house	A person who owns two or more dogs	A person who plays racketball
3	A person who was on a sports team last year	A person with an ethnic surname	Write your own name here	A person who owns a pair of cowboy boots	A person who has seen TOP GUN
4	A person who loves chocolate chip cookies	A person who is new to this school	A person who plays the guitar	A person who has six letters in his or her first or last name	A person who likes to swim for exercise
5	A person wearing contact lenses	A person who has run for any office	A person who does NOT wear a ring	A person who is good at mathematics	A person who thinks he/she is a SUCCESS

Source: Teacher's Resource Manual, **Career and Life Management**, Alberta.

Enterprise and Innovation — An Approach to Life

Enterprise

- an undertaking, especially one which involves activity, courage, energy or the like; an important or daring project
- the character or disposition that leads one to attempt the difficult, the untried, etc. **(Webster's Dictionary)**

Innovation

- a change made to the established way of doing things (Liepner, DeJordy, Schultz, **The Entrepreneurial Spirit)**

Initiative

- the active part in taking the first step in any undertaking; the lead
- the readiness and ability to be the one to start a course of action **(The Senior Dictionary,** Gage)

Spirit of Adventure

- an opportunity to take one's own set of initiatives, not just wait for life to "happen"
- an empowering attitude, set of behaviours and skills
- a way of looking at the world, dealing with problems and perceived needs as opportunities for improvement
- capability is within each individual
- a calculated risk
- a creative approach to an old or new problem or need
- approaching a need/problem as an opportunity to learn/grow rather than in terms of what can be lost

Some Ideas for Promoting the Spirit of Enterprise and Innovation in the Class

- be supportive of each other; willing to learn from each other
- be adaptable to change
- learn about one's self, challenge one's self
- work toward short and long term goals
- make careful plans
- be prepared for commitment, time, energy, hard work
- use "hands on" learning techniques with student involvement and responsibility in planning, doing, evaluating
- expect the possibility of several answers or solutions to a problem, question or need
- use the community as a resource and opportunity source
- use a variety of approaches
- have fun and expect excitement
- provide each other with frequent and sometimes unanticipated feedback
- help each other build self-confidence and self-esteem
- encourage group/team activities
- focus on positive ways to handle and learn from failure
- tap into hopes, dreams, aspirations, inspiration as part of the curriculum

Introducing Sustainable Development

Pre-Test

A pre-test might include questions such as:

- Define "sustainable."
- Name the three areas which need to balance.
- Global thinking impacts ______________________________.
- What is the IISS short for?
- The centre for the IISS is in ____________________.
- In Manitoba, the chair of the Round Table on Sustainable Development is _____ __________________.
- Write five words that relate to the principles or guidelines of sustainable development.

Other Suggestions

Studies in sustainable development are slated for Social Studies K-12 and Science K-12 and Skills for Independent Living. Students who are familiar with them might focus on application of that knowledge in **Skills for Independent Living** in individual lifestyle, in school/community/provincial/national/global issues. Students who are not familiar with the concepts need t work on the basics — definition, brief history, principles, guidelines, significance. A particular class may require some combination thereof.

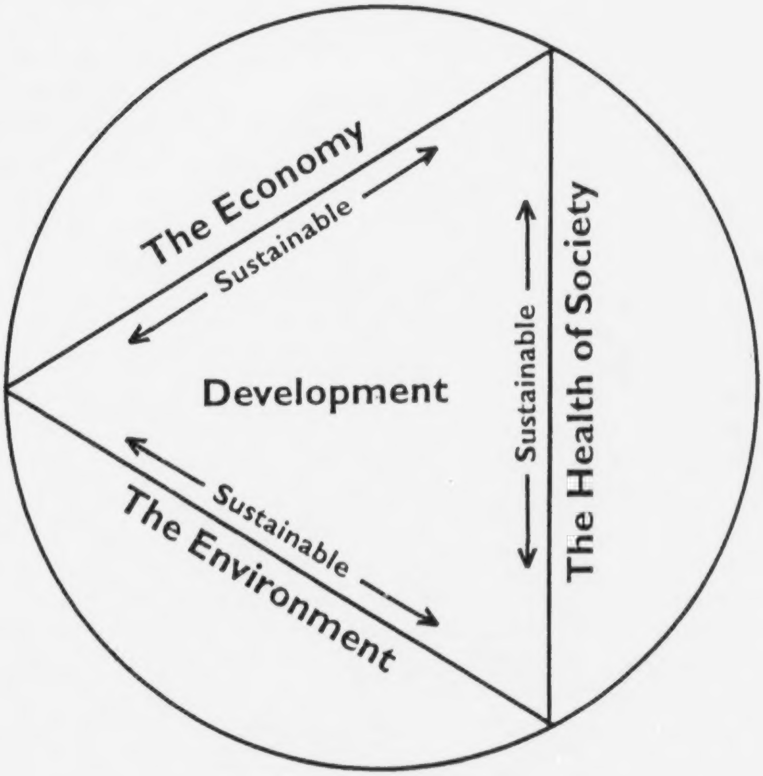
Possible examples for activities might include

- work with teacher on basics — definition, brief history, principles, guidelines
- interview local groups to determine what is being done to maintain sustainable development
- review basics and research ways to apply principles and guidelines of sustainable development personally, locally; share with class
- review basics and research some examples of "global thinking impacts local action"; share with class
- invite a speaker from the IISS (International Institute for Sustainable Development) to come to class.

SUSTAINABLE DEVELOPMENT

The concept of sustainable development is a ***process of decision making*** in which the impact of economic activities (the economy), the environment, and the well-being (health) of society are integrated and balanced, without compromising the ability of future generations to meet their needs, and so that all three – the economy, the environment and the health of the society – can be sustained into the future.

Sustainable Development ... an integrated decision-making process ...



... a model where the needs of future generations can be sustained ...

where

Global Thinking Impacts Local Actions

The triangle represents the integrated and balanced decision-making process, in a global context, represented by the circle. The circle also represents the continuous natural ecological cycles of the Earth. It was developed for educators by John Lohrenz, Social Studies and Sustainable Development Consultant of the Curriculum Services Branch, Manitoba Education and Training.

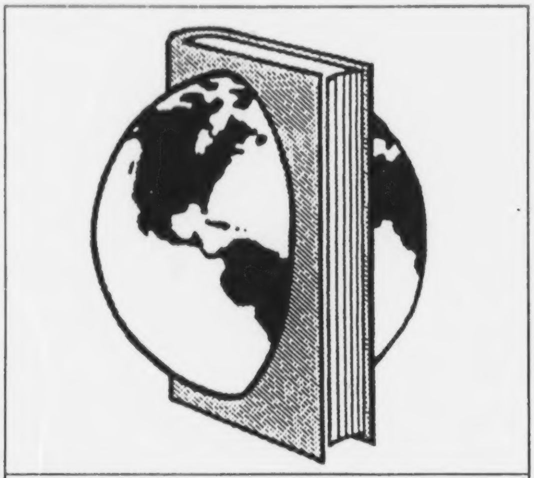
SECTION ONE

What are the Origins of Sustainable Development?

Sustainable development is not a new idea. In 1915, Canada's Commission on Conservation defined our need to live within the world's means. It stated:

> *"Each generation is entitled to the interest on the natural capital, but the principal should be handed down unimpaired."*

The Paris **Biosphere Conference** and the Washington D.C. Conference on **Ecological Aspects of International Development,** held in the 1960's, sounded the alarm of environmental degradation and the need for action. Books like Rachael Carson's, **Silent Spring**, (1962) and the **Service Club Handbook for Environmental Activists** (1968) pointed out that humans had abused the Planet Earth to the point that the effects were becoming visible and even dangerous.



Silent Spring and Limits of Growth

The report, **Limits of Growth,** by the Club of Rome (1972) concluded it was time to undertake development which did not damage the environment. This report was published in June 1972 just prior to the opening of the **United Nations Stockholm Conference on the Environment** "Only One Earth", chaired by Maurice Strong, a Manitoban from Oak Lake. This gathering of delegates from 113 countries placed environmental issues for the first time on the international agenda. Only two heads of government attended, Prime Ministers Indira Gandhi of India and Olof Palme of Sweden.

From this meeting came the **Stockholm Declaration and Action Plan** with 109 recommendations for national and international action in areas of conservation of natural resources, education, human settlements, and pollution. The Stockholm meeting also resulted in the creation of the **United Nations Environment Program,** with Maurice Strong as its executive director.

In the years 1974-81, the United Nations held 10 major Conferences

. **Population** 1974
. **Food** 1974
. **Women** 1975
. **Habitat** 1976
. **Water** 1977
. **Desertification** 1977
. **Technical Cooperation** 1978
. **Climate** 1979
. **Science and Technology** 1979

. **Agrarian Reform** 1979
. **Renewable Sources of Energy** 1981.

These conferences failed to produce sought after changes, and crises continued to multiply, as industrialized countries became wealthier and developing countries grew more populous and poorer.

The pollution problems that gave birth to the Stockholm meeting continued to expand. Soil and forest cover, and many plant and animal species began disappearing.

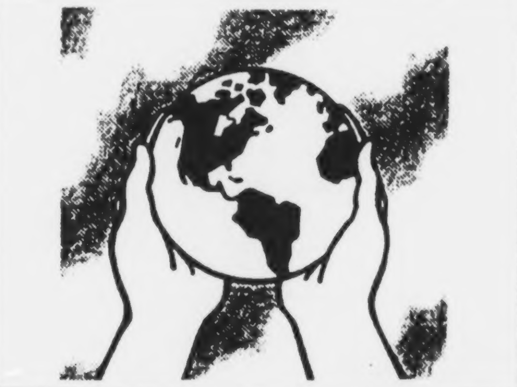
The 1980 World Conservation strategy, prepared by the **International Union for the Conservation of Nature**, the **United Nations Environment Program** and the **World Wildlife Fund**, promoted the concept of environmental protection in the self-interest of the human species.

In this context, the United Nations initiated the **World Commission on Environment and Development** in 1983. It was presented to the United Nations in 1987 under the title **Our Common Future**, often called **The Brundtland Commission** named after Gro Harlem Brundtland, the prime minister of Norway, who chaired the commission.

The report concluded that the integration of environment and development which was called sustainable development was the only sound and visible means of ensuring both our environment and development future. It described sustainable development as ***"development that meets the needs of the present without compromising the ability of future generations to meet their own needs."***

In response to the world's environmental conditions and to a groundswell of public opinion, the General Assembly of the United Nations voted in December 1989 to hold a world conference on Environment and Development on the 20th Anniversary of the Stockholm meeting. The location for the Earth Summit would be Rio de Janeiro, Brazil.

Representatives from 178 countries, with 117 heads of state, met June 1992 in Rio to discuss the relationship between the environment and economy. The conference



World Commission on Environment and Development

Rio Summit, June 1992
Agenda 21

produced **Agenda 21** - an 800 page report to shape sustainable development initiatives for the 21st century.

Maurice Strong, who chaired the Stockholm conference in 1972, also chaired the **United Nations Conference on Environment and Development** (UNCED) in Rio. He stated that the difference between these two events is that humanity does not have another "*twenty years to squander before it starts to clean up the mess it has made of this planet.*"

Canada responded to **Our Common Future** by creating a 17-member **National Task Force on Environment and Economy**. This Task Force submitted its report to the Council of Resource and Environment Ministers in September 1987. It called for the creation of Round Tables on Environment and Economy.

In 1988 Prime Minister Brian Mulroney announced, to the General Assembly of the United Nations, the creation of the **International Institute for Sustainable Development** in Winnipeg. IISD officially opened in March 1990.

Membership of **The Manitoba Round Table on Environment and Economy**, established in 1988, is made up of concerned citizens, key government, industry, and non-governmental representatives. The Manitoba Round Table sets the agenda for sustainable development initiatives in Manitoba.

As a result of these developments, education systems have been encouraged to begin implementing the concept of sustainable development, not only in Manitoba, but across Canada and throughout the world.

In October 1992, an international follow-up conference to Rio took place in Toronto. The **ECO-ED Conference** (Education and Communication on Environment and Development), an environmental educators' conference, had the primary purpose "*to stimulate informed action by improving the accuracy, quality, and delivery of education and communication relating to the environment and sustainable development.*"

Manitoba Round Table

October 1992 Toronto

Why Teach Sustainable Development?

In **The Global Partnership for Environment and Development**, prepared for the Rio Conference, Maurice Strong wrote:

> *"There is pervasive hunger, poverty, illiteracy, and ill health. The ecological consequences of ozone depletion, climate change, soil degradation, loss of biodiversity, and the increasing pollution of air, water, and land threaten our common and sustainable future."*

The principal outcome of the Rio Conference is **Agenda 21**, an action plan to take us into the 21st Century. It outlines strategies and integrated program measures to halt and reverse the effects of environmental degradation. It promotes environmental renewal and sustainable development in all countries.

Such renewal calls for the efficient and effective management of resources. It also demands proper waste management and pollution reduction through a wide and responsible participation of people at local, national, and global levels.

In the conference foreword, Maurice Strong wrote:

> *"The successful implementation of* ***Agenda 21*** *necessitates a global partnership for sustainable development within which all nations make political, social, and economic commitments, individually and collectively, to ensure the allocation of essential means for a viable and sustainable human future."*

> *"**Agenda 21** is based on the premise that sustainable development is not just an option but an imperative, in both environmental and economic terms, and that while the transition towards sustainable development will be difficult, it is entirely feasible. It requires a major shift in priorities for governments and people involving the full integration of the environmental dimension into economic policies and decision-making in every sphere of activity and a major redeployment of human and financial resources at national and international levels. This global partnership is essential to set the world community onto a new course for a more sustainable, secure, and equitable future as we move into the 21st Century. The primary responsibility for our common future is, in a very real sense, in our hands."*

The "Education, Public Awareness, and Training" section of the **Guide to Agenda 21** states:

> *"Education is the social institution entrusted with the main responsibility for passing on to succeeding generations the wisdom, knowledge and experience gained from the past. It represents a guided path which helps individuals to understand their own societies and to take their place in them. Education is perhaps the single most important influence in changing human attitudes and behaviour, promoting economic growth and raising the quality of life, providing the knowledge and skills that produce jobs and increase productivity. It equips*

people for meeting contemporary needs."

". . . it is essential to incorporate sustainable development concepts into all levels of education, from basic to tertiary, and for all groups of society. This requires the development of new and alternative teaching methods and the strengthening of community involvement and educational partnerships."

". . . A major priority is to reorient education towards sustainable development by improving each country's capacity to address environment and development in its educational programs, particularly in basic learning. This is indispensable for enabling people to adapt to a swiftly changing world and to develop an ethical awareness consistent with the sustainable use of natural resources. Education should, in all disciplines, address the dynamics of the physical/biological and socio-economic environment and human development, including spiritual development. It should employ both formal and non-formal methods of communication."

Education is Key

". . . Schools should be assisted in designing environmental activity work plans, with the participation of students and staff, and incorporate them throughout the curriculum. They should employ proven and innovative interactive teaching methods."

It is in this context, and through the initiatives of the National and Provincial Round Tables on Environment and Economy, that the action plan and the motivation for implementing sustainable development in Manitoba schools arises.

The intent is for all teachers in Manitoba to become aware of the concept to the extent that they will be able to teach appropriate content in the context of sustainable development. **In the initial stages the focus will concentrate on teachers of Social Studies and Science who will be encouraged to integrate and implement the concept into their courses.**

Social studies and science are mandatory subjects for all students K-11, and the content of these courses is related closely to aspects of the environment, economy, and the well-being or health of a society.

As new curriculum guides are developed for courses, or existing courses are revised, the concept of sustainable development is to be included, so that eventually this concept is incorporated into all grade levels and all courses, wherever appropriate. **It is a concept that does not necessarily add new content to a course, but suggests that the content be taught in a new way.**

What is Sustainable Development and How is it Defined?

Sustainable development is a decision-making process rather than an event or a fact. It is a process of changing the character of a society. It is a set of **attitudes and values we need to incorporate into our way of life.** "It involves fundamental changes in the way business is done, what is taught to our children, how we as individuals live and conduct our lives and how government and societies' public institutions address the essential problems affecting our life."[1]

Sustainable development is ongoing and is evolving continually to meet changing ecological conditions. It presents, a model for present and future living.

Admittedly, no one can say with precision exactly what constitutes sustainable development for every country and for every community. In some ways sustainable development is a concept similar to that of *democracy, freedom, human rights* or *multiculturalism* — difficult to define, yet we live within these contexts.

There are definitions which indicate some consensus. Simply expressed and generally accepted is the definition of the Brundtland report:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Caring for the World defines sustainable development as "improving the quality of human life while living within our ecological means."

The September 1992 issue of **Connect**[2], stated:

> *"The distinction between **growth** and **development** is useful and can be demonstrated by an example: a child normally grows in size until adulthood, but his/her development (one hopes) is lifelong. Similarly, in social terms, one should speak of the goal of a society's development as that of procuring for its members a better quality of life — and define **quality of life** in terms of health and longevity, employment, education, freedom and security, culture and the respect for basic human rights. One might add an aesthetic dimension.*
>
> *The dilemma for decision-makers is how to improve a people's quality of life through economic growth (certainly a necessity for most, if not all, countries of the world) without sacrificing their natural — or built — environment. Again, however complex, the solution is in sustainable development."*

IISD
Promoting a Global Transition to Sustainable Development

In one of its publications, the **International Institute for Sustainable Development** (IISD) stated:

> *"Sustainable Development is a response to rising global concern about environment, economy, and the well-being of people. The world's environment, economy, and social fabric are interlocking. Local, national and global problems impact upon each other. Development cannot ignore these connections without risk to the planet and ourselves to meet the needs of all peoples of the earth, now and in the future, sustainable development is required. We need profound changes in the way we make decisions through government and business and on our own.*
>
> *A global transition to sustainable development won't happen without substantial change: change in attitudes and lifestyles; change in policies which ignore impacts on the environment and resources; change in development practices which undermine social values; change in the relationships between governments, industry, the voluntary sector and individuals; and change in international co-operation."*

The IISD booklet pointed out that

> *"Sustainable development requires a commitment to fairness and equity, and the foundation upon which it will be achieved is the global concern for health and livelihood."*

Sustainable development is a local decision-making process which integrates and balances the economic, societal (health and well-being of society), and environmental factors in a global context. All three factors must be sustained and developed if future generations are to meet their needs. Sustainable development decision-making understands that global thinking impacts local actions and local actions impact global well-being.

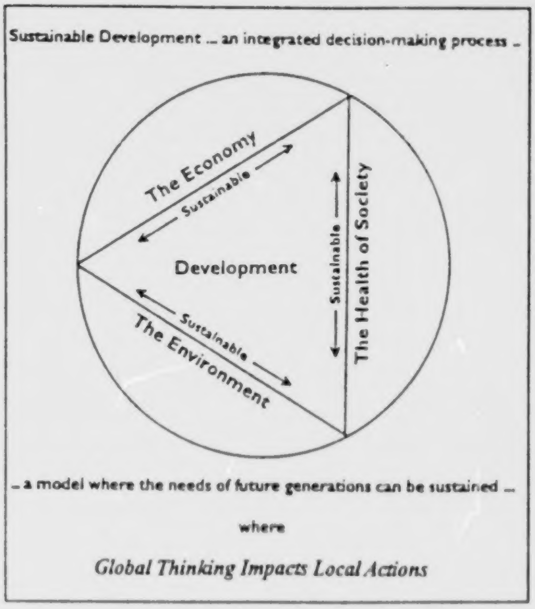
As an integrated decision-making process, sustainable development recognizes "we can never do merely one thing" without it impacting on something else. As such, we need to learn how to apply the sustainable development process to all the decisions we make. It is a lifeskill.

In introducing her report, Gro Harlem Brundtland wrote "*The environment is where we all live; and development is what we all do in attempting to improve our lot. The two are inseparable.*"

Sustainable development acknowledges that the developed countries and the least developed countries must both contribute to the process but perhaps in different ways. The link between solving world poverty and hunger but still maintaining the health and well-being of society must be recognized.

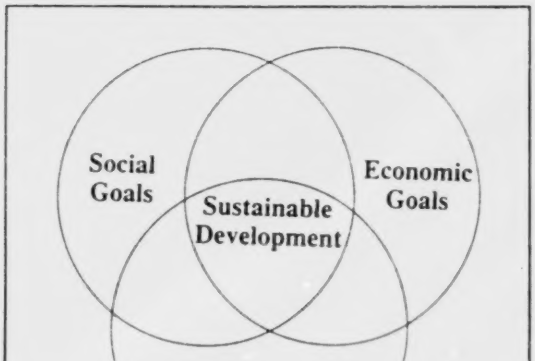
The **Curriculum Services Branch of Manitoba Education and Training** has defined sustainable development as

> "...a process of decision-making in which the impact of economic activities, the environment, and the well-being (health) of society are integrated and balanced, without compromising the ability of future generations to meet their needs, and so that all three - the economy, the environment and the health of the society - can be sustained into the future."


Sustainable Development ... an integrated decision-making process ...
The Economy
Sustainable
The Health of Society
Sustainable
Development
The Environment
Sustainable
... a model where the needs of future generations can be sustained ...
where
Global Thinking Impacts Local Actions

The triangle represents an integrated and balanced decision-making process, sustainable in a global context, represented by the circle. The circle also represents the natural cycles of the environment.

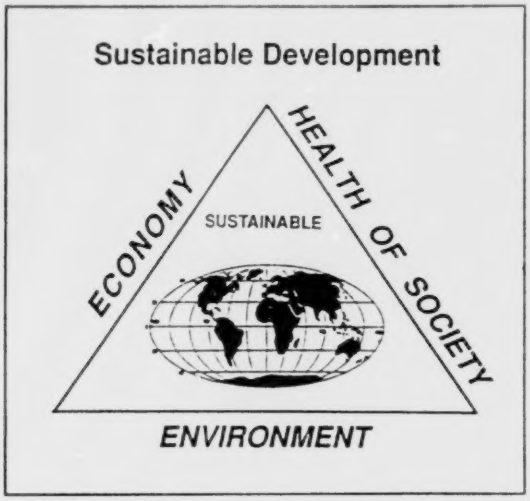
It is this definition and teaching model that forms the basis for the sustainable development resources produced by the Curriculum Services Branch of Manitoba Education and Training.


Social Goals
Economic Goals
Sustainable Development
Environmental Goals

The second graphic has been suggested by two Canadian environmentalists (Jacobs and Sadler).[3]

This model presents the concept of sustainable development as a scheme for analyzing the policies and investments involved in a country's, or community's, development planning. It further involves a system of values and choice of policies that may vary from one society to another, each to wisely define its own, advisedly in terms of an improved quality of life for its members.

A third graphic representation[4]:


Sustainable Development
ECONOMY
HEALTH OF SOCIETY
SUSTAINABLE
ENVIRONMENT

In each of the three illustrations a central consideration is the quality of life and its betterment, now and in the future - the central goal of sustainable development.

Schools are being requested to make a shift in focus from environmental education to sustainable development education. In the final report of an **Environmental Seminar for Women**, held in Auckland, New Zealand in April 1992, we read[5]

"Environmental education is no longer the appropriate term to describe the educational force which we need to bring into play if we are to be effective in changing directions and improving the environment and the lives of people. Today, we need to orientate our thinking towards "Education for Sustainability" which combines Environmental Education with Development Education, Peace Education and Women's Issues."

The concept of sustainable development is an evolving concept and will only be understood more fully as all of us, throughout the world, work in defining and implementing it. The message, however, is clear - we need to change to a more sustainable world society.

For the **Manitoba Round Table on Environment and Economy**, sustainable development is a general philosophy, ethic, and approach to guide individual and collective behaviour with respect to a sustainable economy in a clean, safe and healthy environment for the well-being of both present and future generations. **Their statement of belief states**[6]

- ***We cannot continue to develop economically unless we protect the environment***

- ***Continued economic development will be needed to pay for important environmental initiatives***

- ***Needs of the present must be met without sacrificing the ability of future generations to meet their own needs***

- ***Attention must be paid to long term effects of both environmental and economic decisions***

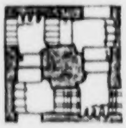
Because there is a recognition that the earth's ability to sustain human development and activity is limited, implementing sustainable development will be required to[7]

- *generate more from less through efficient and effective use of resources*
- *reduce, reuse, recycle and recover the products and by-products of production, and consumption*
- *ensure environmentally sound value-added (secondary and tertiary) processing and manufacturing*
- *enhance productivity through political, technological, scientific institutional and social innovation*
- *replenish and reclaim damaged environments*
- *increase the productive capability and quality of natural resources and*
- *conserve and develop substitutes for scarce resources.*

To realize the above, the Manitoba Round Table has developed ten principles and six guidelines[8] which describe the very nature and characteristics of sustainable development. These principles and guidelines are to govern the decisions made by government, business, and the public with reference to the economy, environment, and well-being of society.

Principles Adapted from the Manitoba Round Table

The vision of environmentally sound and sustainable economic growth for Manitoba is governed by the following principles



1. **Integration**. Ensures economic decisions adequately reflect environmental impacts including human health. Environmental initiatives shall adequately take into account economic consequences.

2. **Stewardship**. Manages the environment and economy for the benefit of present and future generations.

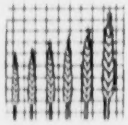
   Stewardship requires the recognition that we are caretakers of the environment and economy for the benefit of present and future generations of Manitobans. A balance must be struck between today's decisions and tomorrow's impacts.

3. **Shared Responsibility**. Acknowledges responsibility of all Manitobans for sustaining the environment and economy, with each being accountable for decisions and actions, in a spirit of partnership and open cooperation.

4. **Prevention**. Anticipates, prevents or mitigates significant adverse environmental (including human health) and economic impact of policy, programs, and decisions.

5. **Conservation**. Maintains essential ecological processes, biological diversity and life-support systems of our environment; harvest renewable resources on a sustained yield basis; and make wise and efficient use of our renewable and non-renewable resources.

6. **Recycling**. Endeavours to reduce, reuse, and recover the products of our society.



7. **Enhancement.** Enhances the long-term productive capability, quality and capacity of our natural ecosystems.

8. **Rehabilitation and Reclamation**. Endeavours to restore damaged or degraded environments to beneficial uses.

Rehabilitation and reclamation require ameliorating damage caused in the past. Future policies, programs and developments should take into consideration the need for rehabilitation and reclamation.

9. **Scientific and Technological Innovation**. Researches, develops, tests and implements technologies essential to further environmental quality including human health and economic growth.

10. **Global Responsibility**. Requires thinking globally while acting locally.

Global responsibility requires that we recognize there are no boundaries to our environment, and that there is ecological interdependence among provinces and nations. There is a need to work cooperatively within Canada, and internationally, to accelerate the merger of environment and economics in decision making and to develop comprehensive and equitable solutions to problems.

Fundamental Guidelines

In addition to these principles, there are a number of fundamental guidelines. These guidelines have equal status to the principles, supporting them and indicating how to achieve the sustainable development vision for Manitoba.

1. **Efficient Use of Resources.** Encourage and support development and application of systems for proper resource pricing, demand management, and resource allocation together with incentives and disincentives to encourage efficient use of resources and full environmental costing of decisions and developments.

2. **Public Participation.** Establish appropriate forums which encourage and provide opportunity for consultation and meaningful participation in decision-making processes by all Manitobans. We shall endeavour to ensure due process, prior notification and appropriate and timely redress for those affected by policies, programs, decisions and developments.

3. **Understanding and Respect.** Be aware that we share a common physical, social and economic environment in Manitoba. Understanding and respect for differing social and economic views, values, traditions and aspirations is necessary for equitable management of these common resources. Consideration must be given to the aspirations, needs, and views of various regions and groups in Manitoba.

4. **Access to Adequate Information.** Encourage and support the improvement and refinement of our environmental and economic information base and promotion of the opportunity for equal and timely access to information by all Manitobans.

5. **Integrated Decision-Making and Planning.** Encourage and support decision-making and planning processes that are open, cross-sectoral, efficient, timely, and relevant to long-term implications.

6. **Substitution.** Encourage and promote the development and use of substitutes for scarce resources where they are both environmentally sound and economically viable.

SAMPLE EVALUATION: ANALYSIS OF A CLASSROOM ACTIVITY[1]

① WHAT HAPPENED?

② HOW DID YOU FEEL/ REACT?

③ HOW DID OTHERS FEEL / REACT?

④ HOW CAN YOU APPLY THIS?

NOW:

LATER:

⑤ WHAT DID YOU LEARN?

⑥ DID YOU AGREE OR DISAGREE? Why or why not?

---

[1] This worksheet can be used to review or analyze classroom activities such as role plays, videos, simulations, etc. The marks can be allocated on complete/incomplete basis or on the analysis of what has occurred and how that affects themselves and others.

SAMPLE EVALUATION: ASSESSMENT OF ATTITUDES[1]

STUDENT ______________________________

DATE ______________________________

☐ ☐ is self-motivated
☐ ☐ seeks consultation with teacher, or other students at appropriate times
☐ ☐ invites/accepts suggestions
☐ ☐ invites/accepts criticism
☐ ☐ displays confidence
☐ ☐ expects to succeed
☐ ☐ works independently and with confidence
☐ ☐ feels worthy of trust
☐ ☐ self-image is congruent with how others see him/her
☐ ☐ flexible when shown new evidence
☐ ☐ supports position taken (commitment)
☐ ☐ accepts rules and limitations that are imposed
☐ ☐ opposes rules/limitations appropriately
☐ ☐ accepts responsibility for own behaviour
☐ ☐ focuses on the positive (opportunities/achievements)

☐ ☐ shows initiative
☐ ☐ relates to others effectively
☐ ☐ does not rely on others to act/decide
☐ ☐ recognizes when help is needed
☐ ☐ uses decision-making/management model
☐ ☐ confronts problems willingly
☐ ☐ seeks to resolve concerns
☐ ☐ willing to share skills and knowledge with others
☐ ☐ exercises good judgment when using authority
☐ ☐ demonstrates perseverance
☐ ☐ encourages others
☐ ☐ is a good listener
☐ ☐ communicates ideas effectively (written form)
☐ ☐ communicates ideas effectively (verbally)
☐ ☐ communicates ideas effectively (other ways; e.g., body language)

---

[1] Students could complete this form at the beginning, at the end or periodically throughout the course Use a numbering system if you wish (0-5, weak to strong) Alternatively, students could complete the first column, then the teacher or a friend could complete the second column

IOP

Use Always, Sometimes, Never, instead of the number system.

SAMPLE EVALUATION: ASSESSMENT OF A DEBATE

DEBATE EVALUATION

▲5 – excellent
▼1 – poor

Team ______________________
____
____

Topic ______________________
____

Judge ______________________

		Rating	Suggestions for Improvement
1	How well was the team presenter able to deliver an interesting and polished speech?	5 4 3 2 1	
2	Is there evidence of good team work?	5 4 3 2 1	
3	How logical/well researched were the arguments/statements presented?	5 4 3 2 1	
4	How well organized was the presentation?	5 4 3 2 1	
5	How well did the team members pose questions during cross-examination?	5 4 3 2 1	
6	How well did the team members pose questions to the opposing team?	5 4 3 2 1	

TOTAL .... ____________ / 30

COMMENTS:
____
____
____
____

SAMPLE EVALUATION: PARTICIPATION CHECKLIST FOR CLASS OR SMALL GROUP DISCUSSIONS

* 3 = Always 2 = Sometimes 1 = Never Student's Name	Volunteers information or ideas	Contributes when appropriate	Willing to be questioned	Questions others' ideas	Modifies views when appropriate	Considers facts before reaching conclusions	Shows respect for others	Supports ideas or observations with facts or examples	Listens without interrupting

Modified from Making the Grade Evaluating Student Progress, Prentice Hall, Canada, Inc., Scarborough, Ontario, 1987, p.88

*IOP

When used by students, it is suggested that Never, Sometimes, Always be used.

SAMPLE EVALUATION: OBSERVATION/ASSESSMENT OF GROUP ACTIVITY/PROJECT[1]

Project Description:

Group Members:

_____/10 Project was submitted ☐ On time ☐ Late Reason: ______________________________

Project was presented on ______________________________ by ______________________________

_____/50 Content

COMMENTS

- evidence of research
- appropriate
- complete
- format

_____/30 Presentation

- effective coverage of information (clear, concise)
- evidence involvement encouraged (eye contact, questions)
- use of audio or visual aids

_____/10 Group Evaluation

- What mark should be allocated? ____ Why?
- Should all members of the group receive the same mark? ____Why? Why not?
- What was learned? (On the back of this sheet summarize the major points covered in the presentation. Include such things as the focus or emphasis of the presentation. You may wish to use a concept map. Note any questions you still have or could pose.)

---

[1] This form can be used by the teacher or students. In addition, students who have observed the presentation can be more actively involved by making one positive comment about the presentation on a separate sheet of paper. These comments are then made available to the presenters or placed on a table at the side of the room for everyone to review.

SAMPLE EVALUATION: PROBLEM-SOLVING PROCESS OBSERVATION FORM

Make notes in the blank spaces provided. Record WHO did WHAT.

Organization	HOW did the group start? HOW did the group begin sharing its resources? WHAT procedures did the group develop to solve the problem?	Comments: WHO did WHAT?
Data Flow	HOW did the group get out all the information? WHAT data were accepted? Rejected? HOW was the information collated or compiled?	
Data Processing	HOW did the group discuss its own functioning? WHAT decision rules emerged? WHAT visual aids were employed? HOW was consensus achieved and tested?	
Critiquing	HOW did the group discuss its own functioning? WHAT climate emerged during the meeting?	

SAMPLE EVALUATION: PERSONAL PARTICIPATION ASSESSMENT CHART

Name ______________________ Activity ______________________ Date ______________

	NEVER	SELDOM	OCCASIONALLY	USUALLY	INVARIABLY	EXAMPLE
1. Did I contribute ideas without waiting to be asked?						
2. Are the ideas which I presented related to the topic being discussed?						
3. Did I add anything to what was said?						
4. Did I listen with an open mind to the opinions of others in the group?						
5. Were my opinions modified as a result of the opinions of others?						
6. Did I help another group member contribute to the group?						
7. Did I get a clearer picture of my own concerns/problems or strengths as a result of this group work?						

IOP

Reduce to three columns: Never, Sometimes, Always

COMMENTS

Sample Mark Distribution

(Lord Selkirk Regional Secondary School)

Suggested Mark Allotment

	Journals (student/teacher) — effort, thought, application	20 — 30
	Projects (student/teacher) — wide variety involving student decisions (wide variety of interests, abilities, needs, learning styles)	40 — 50
PROGRESS	— group/individual — information application, contribution, presentation	
	Participation (student/teacher) — listening — speaking — attitude	20 — 30

Note: Marks are to be rounded off to nearest 5 or 0.

Guidelines for Peer Evaluation

Shirley Chapman, Ph.D.
Assiniboine Community College

Below is a list of guidelines for peer evaluation.

- Feedback must be specific and involve concrete behaviour and activities.
- Feedback must be clear and describe how one appears to behave.
- The feedback source must be reputable and believable.
- Feedback must be in terms that the student understands and relates to.
- The feedback recipients must have an understanding of an acceptable standard so the discrepancy between what is and what should be is clear.
- The feedback recipients must know the expectations of others so they can meet them.
- The feedback recipients must be personally committed to change.
- The feedback recipients' commitment to change must be public.
- The feedback process must create some tension.
- The feedback recipients need support from others; the receptivity to change must involve low risk.
- Models for change and self-improvement must be provided.
- Both the feedback recipient and the feedback giver must accept and use feedback in a constructive way that contributes to each other's personal growth.

Group Accountability Forms

Shirley Chapman, Ph.D.
Assiniboine Community College

Below are two forms that can be used to help groups and their members to be accountable to themselves. There are a number of ways these forms can be used. These forms can be filled out and handed into the teacher at the end of each class or week. They can be used to discuss cooperative group work as a class or as an individual group. They can be handed in with the project along with a summary of how well the group worked together. They can be used in group counselling.

Form A

Name ____________________ Group name/members ____________________

Topic: ________________________________ Date: ____________________

Our task for this class/week was: ________________________________

We fulfilled our task ________ well ________ satisfactorily
________ unsatisfactorily ________ not at all

Recommendation for next group work class ____________________________

Signed by all members of the group.

____

Form B

Name ____________________ Group name/members ____________________

Topic: ________________________________ Date: ____________________

Major Goal of Project is ____

Class #1 Goal of this class is ____________________________________

Task Assignment of each member	Assessment of tasks at the end of the class.
List each member and what they will do during this class. This is a group discussion.	How well did each member complete her/his assignment. Was it completed? Why not?

Recommendation for next group work class are __________________________

Signed by all members of the group.

Evaluation Ideas for Group Processing

Shirley Chapman, Ph.D.
Assiniboine Community College

Below are listed a number of criteria that can be used to set group evaluation. Choose 3-5 criteria and an evaluation scale. There are several ways group processing can be handled. One way is to ask each member of the group to evaluate each member of the group and also themselves. Another way is to ask group members to evaluate the whole group. A third method is for the group to evaluate the group. After the evaluation is completed, students should discuss the evaluations and make a commitment for personal and group improvement.

These ideas can be evaluated by the following there scales

- 1 is Always. 2 is Often, 3 is Sometimes, 4 is Seldom, and 5 is Never
- Very Satisfied, Quite Satisfied, Somewhat Dissatisfied, and Quite Dissatisfied
- 1-5: Strongly Agree is 1 and Strongly Disagree is 5

Examples of the criteria are

- Listen to each other
- Ask if person/group doesn't know
- Encourage each other
- Say kind things
- Working together
- Sharing information
- Listening and explaining
- Using quiet voices
- Summarizing
- Asking for help
- Praising
- Encouraging
- Constructive criticism
- Praising good ideas
- Push deeper
- Disagree nicely
- Give ideas
- Criticize ideas not people
- Restating or paraphrasing
- Check to make sure directions are understood
- Share materials and take turns
- Listen without interrupting
- What did your group accomplish
- What helped you get the task done?
- What got in your way?

- What skills were your practicing?
- What member actions were helpful and not helpful in completing the group's work and making decisions about behaviour to continue or change?
- What helped you get it done?
- What got in your way?
- What will we do next time that will help us get the task completed?
- What things might we do to improve our group functioning as we continue to work?

Sources

Clarke, J., R. Wideman, and S. Eadie. (1990). **Together We Learn**. Scarborough, ON: Prentice-Hall Canada.

Johnson, R.T. and D.W. Johnson. (1990). **Warming-Ups, Grouping Strategies and Group Activities**. Edina: Interaction Book Company.

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Evaluation — Self-Evaluation

Shirley Chapman, Ph.D.
Assiniboine Community College

Below is a list of evaluation prompts that can be mixed and matched for self-evaluation forms that can be given to students when they are working in small cooperative groups.

There are a number of evaluation scales that can be used, for example

- 1-5 — where 1 is Always, 2 is Often, 3 is Sometimes, 4 is Seldom, 5 is Never
- Very Satisfied, Quite Satisfied, Somewhat Dissatisfied, Quit Dissatisfied
- 1-5 — Strongly Agree is 1 and Strongly Disagree is 5.

Evaluation Prompts

- I make sure everyone got a chance to help.
- I listen carefully to everyone's ideas.
- I say so when I do not understand an answer or question.
- I say so when I think someone's idea is good.
- I ask others for their ideas and information.
- I summarize all our ideas and information.
- I ask for help when I need it.
- I help the other members of my group to learn.
- I make sure everyone in my group understands how to do the task.
- I help keep the group on task.
- I encourage others.
- I share my materials with others.

How do I work with others in my group?

- I participate in the discussion or activity by following established rules.
- I contribute to the various functions of the group.
- I observe the courtesies of the group discussion, such as speaking in turn and using an appropriate tone.
- I cooperate to solve group problems.
- I demonstrate respect for the rights and opinions of others.

How well did I do?

- I cooperate with others in my group.
- I share ideas in the small group discussions.
- I respect the opinions of others.
- I help make the rules for the group work and follow the rules we make.
- I do my share of the work, e.g., serve as recorder, reporter, leader.

- I cooperate to solve group problems.
- I cooperate with other group members by listening and discussing.
- I am open minded when others expressed their ideas.
- I contribute ideas and/or suggestions to the group. One is ____________.
- I help set specific goals for the group.
- I complete my tasks to the best of my ability.
- I ask others questions about their ideas.
- I come prepared to the group and work on task.
- Our group fulfills our assigned tasks.
- Our group discusses various ways of completing the assigned tasks.
- I contribute positively to the group research assignment.
- I come to the group meetings prepared with some ideas to share.
- I listen thoughtfully and actively in my group.
- I can recall other group members' ideas. One idea is ________________.
- I am open-minded in listening to others.
- I ask other group members questions about their ideas.
- I express my ideas clearly.
- I contribute some ideas to the discussion. One idea I contributed is _____.
- I support my opinions with specific reasons.
- I keep my remarks on the topic.
- I encourage other group members to give their ideas.
- Our group makes sure we understood what we are to do before we proceed.
- Our group gets to work right away.
- Here is something I learned by today's discussion ______________________.
- Next time I work on a group project, something I will do differently is _______.
- I encourage others to offer their opinions.
- I help others when asked.
- I use several different source materials.
- I ask questions when I am unsure or do not know.
- I think about why I prefer certain ways of proceeding or acting rather than others.
- I consider the suggestions of others.

Using My Problem-Solving Skills

- I understand the question.
- I make up research questions.
- I gather and organize information.
- I answer the question(s).

Using My Decision-Making Skills

- I understand the question.
- I make up research questions.
- I identify sources of information.
- I gather and organize my information.
- I suggest possible choices.

- I make a choice.
- I develop an action plan.
- I carry out my action plan.
- I accept responsibility for completing the work properly.
- How do I feel about my participation as a member of the group at this time?
- How do I feel about the productivity of my group at this time?
- What things might I do to improve the group functioning as we continue to work?

Peer Evaluation of Group Work

- Your peers participate in the initial discussion to get project going.
- Your peers contribute with creative ideas that enhance the project.
- Your peers are quick to suggest solutions to problems with the project as they occur.
- Your peers are helpful in inventing methods, gadgets, pictorial elements, etc., of the project.
- Your peers show strong leadership skills during development and construction of the project.
- Your peers are friendly, enthusiastic and positive during group work.
- Your peers are encouraging and complimentary of **your own** performance in the group project.
- Your peers are always available to spend time working on the group project.
- Overall, your peers are essential to the development and construction of your group project.

Peer Evaluation of Individual's Work in Group
George:

- Comes prepared, on time, to all sessions.
- Contributes ideas and/or suggestions to the group work.
- Contributes time to his/her assigned tasks.
- Encourages others to do their best work on the assigned tasks.
- Encourages others to contribute their ideas and/or suggestions to the group work.

Sources

Clarke, J., R. Wideman, and S. Eadie. (1990). **Together We Learn**. Scarborough, ON: Prentice-Hall Canada.

Johnson, R.T. and D.W. Johnson. (1990). **Warming-Ups, Grouping Strategies and Group Activities**. Edina: Interaction Book Company.

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Social Studies Teacher Resource Manual. (1990). Edmonton: Alberta Education Curriculum Support.

Project Checklist

Shirley Chapman, Ph.D.
Assiniboine Community College

This checklist is designed to help the group or you to plan the steps involved in project work. Please check off each task as the group or as you complete it. Add additional steps which your group or you find useful. The answers for each of the items on the checklist are "Y" or yes or "N" for no. Hand this form in with your completed project.

Planning

Did you

- write a goal or goals for this project?
- brainstorm questions to explore the topic?
- predict possible answers to your questions?
- categorize list of questions into subtopics?
- assign subtopics to group members?
- decide what information we needed?
- brainstorm possible sources of information?
- establish a timeline for beginning each task?
- establish a timeline for completing each task?
- establish dated check points in your time lines?
- establish rewards for each completed task deadline?
- plan dated times to review progress and check timelines?
- plan dated times to meet and decide how long these meetings would be?

Research

Did you

- plan research time?
- help one another by sharing resources?
- make notes using one of the note-making tactics?

Report Writing

Did you

- plan an outline for the finished product? Or did we plan an advance organizer?
- discuss the way to present our information in a finished product?
- discuss ways to display and present our information to the class?
- discuss who will write the first draft (or parts of the first draft)?
- use peer conferences to revise first draft writing?

- meet to review progress and check our timelines?
- celebrate each deadline that was met?
- meet to clarify the format before second draft writing?
- read through our group's finished product together?
- discuss how our finished product addressed or original questions?
- indicate on the finished product who completed what sub-topics? Ensure it is clearly stated on page two of the finished product? Page one is the title page.

Signed by each member of the group ____

Date completed ____

Note: This form can be adapted for an individual project.

Checklist for Reporting on Group Member Participation in Group Discussion

Directions

The following are kinds of behaviour which might be displayed by participants in a group discussion. Check "yes" where the behaviour was exhibited and "no" where it was absent. If you could not be sure, check "uncertain."

	MYSELF			GROUP		
	Yes	No	Uncertain	Yes	No	Uncertain
1. Came on time and prepared						
2. Started promptly on the task.						
3. Showed interest in the discussion.						
4. Cooperated with other group members.						
5. Expressed ideas, suggestions.						
6. Avoid criticizing others.						
7. Helped keep the discussion on track.						
8. Was friendly and enthusiastic.						
9. Acted as a leader occasionally.						
10. Encouraged others to contribute ideas.						

Adapted from Mark W. Waldron and George A.B. Moore, **Helping Adults Learn**. Toronto, ON: Thompson Educational Publishing, 1991.

APPENDIX

UNIT 2:
ENTERPRISE AND INNOVATION

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Definitions of Terms: Unit 2 — Enterprise and Innovation

Enterprise:	• an undertaking, especially one which involves activity, courage, energy, or the like; an important or daring project • the character or disposition that leads one to attempt the difficult, the untried, etc. (Webster's Dictionary)
Innovation:	• a change made to the established way of doing things (**The Entrepreneurial Spirit**, Liepner, DeJordy, Schultz [McGraw-Hill Ryerson, Toronto, 1991, p. 389])
Initiative:	• the active part in taking the first steps in any undertaking; the lead • the readiness and ability to be the one to start a course of action (**The Senior Dictionary**, Gage)
Entrepreneurship:	• involves the recognition of opportunities (needs, wants and problems) and the use of resources to implement innovative ideas for new, thoughtfully planned ventures (User's Guide, **Entrepreneurship: The Spirit of Adventure**, G. Rabbior, J. Lang, Canadian Foundation for Economic Education)
Entrepreneur:	• one who recognizes an opportunity (need, want, problem) and uses resources to implement an innovative idea for a new thoughtfully planned venture (from the definition of entrepreneurship)
Spirit of Entrepreneurship:	• a French word meaning "to undertake" • an opportunity to take one's own set of initiatives, not just wait for life to "happen" • an empowering attitude, set of behaviours and skills • a way of looking at the world, dealing with problems and perceived needs as opportunities for improvement • capability is within each individual • a calculated risk • a creative approach to an old or new problem or need • approaching a need/problem as an opportunity to learn/grow rather than in terms of what can be lost

Venture:	• an activity that includes the following characteristics: – a special goal – a risk of failure – extensive planning and preparation on the part of the person in charge – a major commitment of time, energy and other resources (**Entrepreneurship: The Spirit of Adventure**, Bodell, et al [Harcourt Brace Jovanovich, Toronto, 1991, p. 10])
Entrepreneurial Opportunity:	• a need, want or challenge that can be addressed, solves and/or satisfied by an innovative venture (User's Guide, **Entrepreneurship for Canadians: The Spirit of Adventure**, Canadian Foundation for Economic Education, p. 44) • a chance to initiate a productive change that will be wanted by others (**Entrepreneurship: The Spirit of Adventure**, Bodell, et al [Harcourt Brace Jovanovich, Toronto, p. 178])
Entrepreneurial Idea:	• a specific, new way to satisfy a need or want, overcome a problem or meet a challenge (User's Guide, **Entrepreneurship for Canadians: The Spirit of Adventure**, Canadian Foundation for Economic Education, p. 44)

OPPORTUNITY — IDEA CHART

	Area of Change	Possible Needs/Problems (Opportunities)	Possible Solution (Ideas)	Ways In Which Sustainable Development Is Satisfied
Global	Population Growth	Housing shortage, overcrowding	• Condominiums, townhouses, suburban development	• Utilizes less land • Problem: utilizes more land
		Insufficient food	• Higher yielding crops • Learn/teach people about good nutrition	• More food/hectare • Make better use of food producing resources • healthy people
National	Increased consumer concern for the environment	Shortage of waste disposal sites Using too many resources too fast	• Reuse waste • Recycle • Reduce waste • Use less paper • Reuse clothing	• Makes better use of resources, people more awake • Reduce need for wood • Makes better use of resources
School	Fewer field trips allowed — lack of resources to finance	Students are unable to understand practical applications of theory learned in school	• Invite speakers to class • Small group could go out, parents could help transport, report to class • Individuals could go on own time, report to class • Fundraiser	• Requires less energy

Personal Relationships	Friend has new boy/girl friend	Don't see friend much anymore	• go out together for breakfast • spend noon hour together once a week • write notes • talk on phone • help friend with home duties	
Farm				
Community				
Workplace				

Innovative Approaches to Personal Needs/Problems

Kyla Milsom and Marsha Townsend

Kyla is a 17 year old student in a western Manitoba community. Last year she was in grade ten and she had begun to think seriously about what her future might hold and what she would do about it. She was growing increasingly uncomfortable about things that were happening among a group of young people from the school, particularly after school hours. The usual pattern included a visit to a secluded area south of the village or to one of the homes where parents were absent, depending on the weather.

The community was small and Kyla knew the other four or five people who were regularly a part of the group. It had begun as just a chance to hang out and relax after school but lately liquor and sometimes other drugs were beginning to show up. Kyla and her close friend, Marla Townsend liked most of their classmates and wanted to be part of the group but they were increasingly worried that things might get out of hand at some point. They were particularly worried about two of the group members who seemed at loose ends. They were having problems at school and had lately done some binge drinking.

Marla and Kyla talked endlessly about the situation, and they came up with several alternative ideas:

- keep on as usual and hope for the best
- stop going with the group after school
- talk to parents and/or a teacher
- talk to other people in the group
- look around the community to see what other kinds of things young people could do after school

They decided against "telling" an adult in favour of the latter idea, looking for other things to do. They did talk to parents, teachers and others abut community possibilities. One of the most promising was a community food bank that was being developed, and needed a lot of volunteer ideas, energy, time and effort. Several other volunteer opportunities were also discovered. Marla and Kyla talked further with a teacher to initiate school presentations on the volunteer opportunities within the community. They encouraged their group friends to help and to volunteer with considerable success.

Their venture therefore helped to solve the problem of nothing to do after school, and to meet the needs for companionship, belonging and achievement. There were many other valuable spin-offs as well, both in the community and for the individuals involved.

Jarvis McIntyre

Jarvis McIntyre is a 15 year old boy whose parents recently decided to break up. Jarvis knew that there were long-standing problems in the relationship but he had spent a lot of time after school as part of the basketball team and had pretty much ignored what was happening at home.

His mother has recently left the family home and Jarvis is having difficulty ignoring the emptiness, his father's anger, sadness, and withdrawal, and the mess at home.

Jarvis has been friends with Todd Marshall since elementary school and he often visits the Marshall home. Lately he has been coming home almost every day with Todd after basketball. Todd's parents know about the McIntyre break-up and become increasingly concerned about Jarvis. After some long talks they help Jarvis to see that he can contribute to his family's recovery through maintaining his relationships with his mother and his father, and through helping to maintain the family home. These are all complex "opportunities." Over time and thought and talks, Jarvis approaches the house problem. Some alternative he came up with were:

- Talk with his father about what they could do
- Hire someone
- Look into the possibilities of "home care"
- Ask his mother or Mrs. Marshall or Mr. Marshall or a friend to help him learn how to do household tasks
- Ignore the mess, get a job and eat out
- Drop basketball, or the extra subject he was taking so he would have more time
- Put off getting a job so he would have more time
- Go and live with his mother

Jarvis chose a combination of his ideas. He began by talking with his father and sharing some of his ideas. This in itself took time and courage and effort. They decided to look after the house themselves and divided up the tasks. Jarvis enlisted his mother's help, learning one task at a time. Through the process the relationship with each parent gradually began to mend as well. Jarvis decided to put off getting a job and later had to drop the extra subject. However, he had taken the initiative to help take control of his life and that was an important step in his growing up.

The Entrepreneur's Dozen

The process of entrepreneurship includes the following steps:

The Entrepreneur's Dozen (see **User's Guide**).

E: xamines needs, wants and problems for which he/she feels something can be done to improve the ways needs/wants are met or problems overcome

N: arrows the possible opportunities down to one specific opportunity

T: hinks of an innovative idea

R: esearches the opportunity and idea thoroughly

E: nlists the best sources of advice and assistance that can be found

P: lans the venture and looks for possible problems that might arise.

R: anks the risk and the possible rewards.

E: valuate the risk and possible rewards and makes a decision.

N: ever hangs on to an idea, as much as it is loved, if research shows it won't work.

E: mploys the resources necessary for the venture if the decision is made to go ahead.

U: nderstands that any entrepreneurial venture will take a great deal of long, hard work.

R: ealizes a sense of accomplishment from successful ventures and learns from failed ones to achieve success in the future.

Source: User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure, Canadian Foundation For Economic Education, p. 63.

Top Ten Characteristics

Entrepreneurs tend to

- have a spirit of adventure
- have a strong need to achieve and seek personal accomplishment
- be self-confident and self-reliant
- be goal oriented
- be innovative, creative, versatile
- be persistent
- be hard working and energetic
- have a positive attitude
- be willing to take initiative
- have a strong sense of commitment

Source: From **User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**, Canadian Foundation For Economic Education, pp. 42, 62.

List of Skills for a Successful Entrepreneur

Skills important for successful entrepreneurship

- communication
- organization
- decision making
- research
- goal setting
- creative thinking
- team building
- planning
- strategic planning
- marketing
- financial management
- recordkeeping

Source: From **User's Guide, Entrepreneurship for Canadians: The Spirit of Adventure**, Canadian Foundation For Economic Education, pp. 42, 62.

Am I An Entrepreneur?

On the surface, entrepreneurs may seem to have a wide variety of different personalities, but, underneath, most successful entrepreneurs have similar basic personality characteristics.

Do the quiz below to find out whether you have these characteristics.

	Not at all				A great deal
Are you a self-starter? Entrepreneurs don't need someone else to tell them to start work on a project.	1	2	3	4	5
Are you organized and self-disciplined? entrepreneurs stick to a schedule and are not easily distracted from their work.	1	2	3	4	5
Do you like being in charge and enjoy having responsibility.	1	2	3	4	5
Do you have a lot of energy and are willing to work hard?	1	2	3	4	5
Are you able to plan, on both a long and short-term basis.	1	2	3	4	5
Can you anticipate problems and plan how you will handle these problems if they arise.	1	2	3	4	5
Are you realistic? Entrepreneurs assess each situation in a practical manner and don't avoid or ignore problems.	1	2	3	4	5
Are you optimistic and self-confident? Entrepreneurs generally have faith in their own abilities and see others in positive terms.	1	2	3	4	5
Are you comfortable with a moderate degree of risk? Successful entrepreneurs are not gamblers; they plan careful and realistically and so eliminate some risk. However, there are always factors which the entrepreneur cannot control and so there is always a moderate degree of risk in going to business for yourself.	1	2	3	4	5

Scoring: Add your circled numbers up to get your score. A score between 35 and 45 indicates you may have the characteristics of a successful entrepreneur.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for Highschool Students**, Module IV, 1991, p. 56.

Entrepreneurial Skills: A Personal Reflection

1. I believe I possess the following entrepreneurial skills to some degree. [Indicate such skills with a check mark and then assess the extent to which you feel these are developed by circling the appropriate number.]

SKILL	**SKILL LEVEL**				
	Developed a Little				Well-Developed
• creative thinking	1	2	3	4	5
• research	1	2	3	4	5
• planning	1	2	3	4	5
• decision making	1	2	3	4	5
• organization	1	2	3	4	5
• communication	1	2	3	4	5
• team building	1	2	3	4	5
• marketing	1	2	3	4	5
• financial management	1	2	3	4	5
• recordkeeping	1	2	3	4	5
• strategic planning	1	2	3	4	5
• goal setting	1	2	3	4	5

Add up the circle numbers and see what the total is. Total: ______

2. I believe the skills I need to develop more are:

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

3. I believe I will always be relatively weak in the following skill areas:

1. ____________________ Why? ____________
____

2. ____________________ Why? ____________
____

3. ______ ______________ Why? ____________
____

4. At this point, I would assess my personal interest in entrepreneurship to be:

Very Low	Low	Moderate	High	Very High
1	2	3	4	5

Source: Rabbior, Lang. Canadian Foundation for Economic Education. **User's Guide: Entrepreneurship for Canadians: The Spirit of Adventure.** Toronto: CFFEE. 1990.

Personal Profile

Life-Style Preference Classification

Instructions: A quick way to determine your life-style preference is to rank them. Read through the list and, starting with your most important value, rank them from 1 to 10, with 1 being the most important and 10 being the least important. Please give this activity serious thought. Be careful to rate the preferences according to what you want, not by what others want you to do.

_____ Personal hobbies
_____ Being creative
_____ Job security
_____ Time with friends
_____ Challenging career
_____ Taking vacations
_____ Evenings at home with family
_____ Watching TV
_____ Being the boss
_____ Sense of accomplishment

Instructions: Name and explain how at least one of your life-style preferences would be complementary to entrepreneurship as your future career.

Instructions: Name and discuss in writing at least one life-style preference you have that may cause a conflict if you become an entrepreneur. Discuss whether or not you think the conflict would be worth the trade-off.

Are Your Preferences Compatible with Becoming an Entrepreneur?

For you to find satisfaction as an entrepreneur, there must be a match between the demands of entrepreneurship and your life-style preferences. Being the boss, feeling a sense of accomplishment, being creative, and having a challenging career are preferences that are highly associated with entrepreneurs. If you choose to become an entrepreneur, these preferences will often require you to sacrifice vacations, evenings at home with the family, watching TV, and many other leisure activities.

You may find preferences that can be complementary to owning your own business, such as turning your cooking hobby into a catering business or working out of the home to be with your children. Another option would b to start your business on a part-time basis until you begin to make enough money to support yourself. You could then quit your other job and devote all your energy to building a successful business.

As mentioned earlier, you may find some values conflicts. Remember, the deciding factor is the importance of the preferences to you. For example, if you ranked job security as most important (#1), running your own business would cause a values conflict since there are no guarantees and the risk is great. In contrast, if you ranked job security as #5 after sense of accomplishment, being the boss, challenging career, and being creative, you would fulfill your most important preferences by becoming an entrepreneur.

The compatibility of your preferences with entrepreneurship may not be so clear-cut. You may have conflicting preferences that you consider equally important, such as being the boss and spending evenings at home with family. In such situations, it is helpful to examine your other preferences to clarify the best choice.

Whatever the results of your examination today, your life-style preferences may change many times throughout your life as you gain new experiences and opportunities.

How Does Entrepreneurship Affect Life-Style?

Your values are self-guiding principles for your life. Values shape your life-style. Small business ownership may make demands on your life-style that lead to a values conflict. A values conflict occurs when you act in a way that you don't believe is correct.

For example, most entrepreneurs work 50-70 hours per week. Perhaps you do not want to work more than 40 hours a week. If you become an entrepreneur and work 50-70 hours per week, you probably will feel out of touch with yourself and wonder why life doesn't seem as meaningful to you as it once did. If you work only 40 hours per week, your business may fail. This is a values conflict.

Or maybe you feel strongly that Sunday is a day to be spent at home with your family. In order tor each some of your customers, your business may have to be open on Sunday. This will require you to work and be away from your family, causing a values conflict.

Failure to examine your life-style preference (values) before becoming an entrepreneur could lead to serious values conflicts. A closer look at life-style preferences will help you to avoid this pitfall.

What Are Your life-Style Preferences

During a typical day, you make many choices about the activities you will do according to your values. The activities you would like to do are your life-style preferences. You don't always do the activities that you prefer because you have needs that must be met.

For example, you may not wish to work at all. But since work is necessary for your basic survival needs, such as food and shelter, you will work. Consequently, the challenge is to achieve a balance between your needs and preferences.

Many times this balancing i done without much thought. Since it is unlikely that you will be able to fulfill all of your preferences, carefully consider the importance of each one while doing the next activity.

Source: Ashmore, M.C., L.M. Fischer, G. Rippey, T.W. Southwick, L.A. Slotnick, and F. Douthitt. **Risks and Rewards of Entrepreneurship.** The National Center for Research in Vocational Education, Ohio State University, St. Paul, Minnesota. EMC Publishing, 1988, pp. 6-9. (Reprinted with permission.)

Some Factors to Include in a Venture Plan

Following is a brief outline of some of the factors which should be included in a venture or business plan (adapted from Entrepreneurship: Creating a Venture).

- Brief description of the plan

  name
  objectives of the plan
  good, service, event, situation which will be created or improved
  names of the people involved
  location of the venture

- Analysis of the venture plan which sets out the rationale of the plan

  who will benefit
  why the plan is necessary

- Resources required

  information/knowledge
  tools, equipment, time, space
  supplies
  advertising and/or necessary public relations and publicity for marketing

- How the plan will operate

  who does what
  how the day-to-day operation or activities will be conducted
  how the good/service will be sold or in the case of a non-commercial innovation, how an idea or plan will be promoted or carried out
  what records will be necessary
  how can costs be kept low

- Finances

  is money required for this venture
  how much money is needed to start a venture
  how much money will be needed to keep the project going
  when will the money be required
  what are some possible sources of financing for student projects

NOTE: This list is adapted from **Entrepreneurship: Creating a Venture**, by Kretchman, Cranson, and Jennings. Note the Venture Plan, pp. 64-66, Project Real World, "Entrepreneurship." Students can examine this basic plan and revise it as necessary to acknowledge specific project needs, individual requirements and sustainable development guidelines if applicable.

APPENDIX

UNIT 3:
LEARNING SKILLS

Suggestions for the Integration of Learning Skills

Unit 1: Introduction		Unit 3: Learning Skills	
1.1	recognize the importance of a positive classroom learning atmosphere	1.1	describe positive learning attitudes
1.4	understand the possible approaches to be made with the course, and students' roles in helping determine these approaches	2.0	to appreciate the variety of learning styles; to become aware of one's preferred learning style and to make necessary adaptations
1.11	integrate the course concepts discussed in this unit into a plan of action for the class	1.0	to appreciate personal roles in active learning

Suggestions for the Integration of Learning Skills

Unit 2: Enterprise and Innovation		Unit 3: Learning Skills	
2.3	assess the viability of innovative and entrepreneurial opportunities and ideas	3.0	apply knowledge of reading for understanding
4.4	recognize that the skills of innovation can be learned	6.0	develop efficient research skills
5.1	recognize that an entrepreneurial venture may be time, energy and money consuming	7.2	develop techniques for effective test/ examination preparation and writing (creating a study schedule)
5.1	recognize that an entrepreneurial venture may be time, energy and money consuming	3.0	apply knowledge of reading for understanding

Suggestions for the Integration of Learning Skills

Unit 4: Self-Management	Unit 3: Learning Skills
1.5 understand that the meeting of needs is influenced by social and cultural factors	3.0 apply knowledge of reading for understanding 6.0 develop efficient research skills
3.7 know verbal and non-verbal communication skills	3.0 apply knowledge of reading for understanding 6.0 develop efficient research skills
5.1 recognize that they live in a multicultural society	6.0 develop efficient research skills
6.2 know some course of action	7.1 gain a feeling of control over tests and examinations
6.4 recognize a variety of ways to deal with stress	7.1 gain a feeling of control over tests and examinations
6.5 formulate a plan to make effective use of time	7.2 develop techniques for effective test/ examination preparation and writing

Suggestions for the Integration of Learning Skills

Unit 5: Managing Your Resources		**Unit 3: Learning Skills**	
1.9	understand that sustainable development is related to individual lifestyles	6.0	develop efficient research skills
3.1	understand the procedure for opening a savings account	6.0	develop efficient research skills
3.13	understand the technology used in banking	6.0	develop efficient research skills
4.1	understand consumer values and goals	3.0	apply knowledge of reading for understanding
4.3	analyze articles relating to sustainable development	3.0	apply knowledge of reading for understanding
4.10	analyze advertisements to determine whether they are congruent with wise consumer decision making	3.0	apply knowledge of reading for understanding
5.8	recognize implications of dishonest or unethical consumer practices and dishonest or unethical retail practices	6.0	develop efficient research skills

Suggestions for the Integration of Learning Skills

Unit 6: World of Work		Unit 3: Learning Skills	
3.1	identify examples of change in the workplace	7.1	gain a feeling of control over tests and examinations
4.1	understand basic terms of reference and their implications in the world of work	3.0	apply knowledge of reading for understanding
4.2	recognize existing knowledge and needs regarding career planning	3.4	recognize eleven patterns of organization for print materials
5.5	understand how aptitudes, abilities, skills and interests relate to various occupations	6.0	develop efficient research skills
6.1	recognize the changing roles of women and men in the workplace and home	3.0 6.0	apply knowledge of reading for understanding develop efficient research skills
6.3	recognize the role of women and men in Canada who have made major contributions in the workplace	3.0 4.0 6.0	apply knowledge of reading for understanding become aware of effective note-taking and note-making techniques and their application develop efficient research skills
7.4	demonstrate effective use of libraries and resource centres	6.0	develop efficient research skills
8.2	gain experience in a work education setting	4.0	become aware of effective note-taking and note-making techniques and their application
10.3	know how and where to access information on financial assistance for education	4.0 6.0	become aware of effective note-taking and note-making techniques and their application develop efficient research skills
11.1	know the high school subject requirements for a variety of occupations	3.0	apply knowledge of reading for understanding
11.3	propose a plan for a high school program	6.0	develop efficient research skills
12.1	understand the use of resumés and cover letters	3.0	apply knowledge of reading for understanding
12.3	recognize the importance of knowing appropriate information about a potential employer	4.0	become aware of effective note-taking and note-making techniques and their application
16.2	assess the risk potential in a work environment	4.0	become aware of effective note-taking and note-making techniques and their application

What Do I Know About My Learning Styles?
How Do I Learn?

Learning Styles

The best way or ways in which you learn can be called your learning style. Ask yourself the following questions, "How do I learn best?" Here is two quick tests that will indicate what is your most dominant learning style.

I. Look at the words and phrases listed below. Circle the one that describes how you learn best. Circle as many words and phrases as is needed to describe your learning style. Placing circles around what appears to be contradictory words or phrases might indicate you use both styles depending on what you are trying to learn.

Watching Reading Experimenting Learning from my mistakes Being creative By myself Looking things up	Listening Thinking about writing Proving my point Talking it over with a friend Asking questions	Doing Working when I have to Getting it right Doing something I care about "Hands-on" doing things Working with a group
How do I learn best? ______________________		

When do I learn best?

morning ________
afternoon ________
early evening ________
late evening ________

II. Imagine that you have just received a nintendo game that is not installed in your computer. You have to install it and learn how to play it. You've never done this before. You can not ask others to install it. However, you do have a set of written instructions and a diagram. What would you do? There are no right answers to this assignment. (If you are not interested in nintendo games, choose something else that comes with a set of instructions.)

On the lines below, briefly describe how you would go about installing the game and learning how to play it.

____

____

Examine the information about the three learning styles. Answer the following questions.

1. My dominant learning style is ______________________
2. My second best learning style is ______________________
3. What do I now know about how I learn best that can help me learn in the future?
   ____

What senses do you emphasize when you are learning best?
Auditory learners learn best by hearing and listening.
Visual learners learn best by seeing.
Kinesthetic learners learn best through physical action like doing, manipulating, and moving.

Groupings: Alone or with Others

Some people learn best when they work alone and others learn more effectively when they are discussing things and doing things with others. Some people use both styles but use them for different types of tasks or types of learning.

Rate the following styles on a scale of five from the best (#1) to least (#5). In the third column, provide examples of each and how you felt when you were involved in doing the task or learning the information.

Types of Groupings	Rating	Examples of learning or tasks	How I felt
By myself With a friend or two In a group of people With a tutor or teacher In different grouping for different kinds of learning or different kinds of tasks			

Draw a conclusion about your style of groups that works best for you by asking yourself the following question?

What kinds of learning do I do well with others, and what kinds do I do better alone?

Summary of quizzes.

1. My perceptual preference is ____________________

2. The grouping I prefer is ____________________

Each time you try a new skill first learn it just as it's taught to you.

Once you know how to use the skill, ask yourself three questions.

- "How well does this skill work for me?"
- "In what ways can I improve how I use this skill?
- "Is there any way I can make this skill more helpful of me?"

Each time you approach new information ask yourself four questions.

- "How well do I understand this information?"
- In what ways can I improve how well I understand and know this new information?"
- "Is there anyway I can make this information more meaningful?"
- "Is there anyway I can rearrange this information to make it more meaningful?"

Sources:

HM Study Skills Program. Level I (1964). Level II (1986). Level III (1982). Arlington: National Association of Elementary School Principals.

Learning Styles

To contact a person by phone, you must dial specific numbers in the proper sequence. Our mind works in much the same fashion as a telephone switching system; it goes through several operations in a specific order, which allows it to store or retrieve information. We all do this a little bit differently. Even though we all use our five senses to learn about the world around us, we develop our own unique learning style.

Most of us learn new things by primarily using one mode: AUDITORY, VISUAL, or KINESTHETIC/TACTILE. The AUDITORY learner prefers to "hear" about new things; KINESTHETIC/TACTILE leaner, learns best by doing things that are physical in nature or that ave some emotional feeling attached to them. Some of us combine two or three modes when learning. If we use all three modes, we will be able to learn things better. (However, there is no right or wrong way of learning.)

You can improve your ability to learn simply by understanding your dominant learning style (or styles) and by using the chart below. On the next page is a test designed to help you understand your learning preferences. Please take as much time as you require; answer the questions honestly as there is no right or wrong answer.

When you have answered all the questions, please add up your scores. Your score will be between five and 15. The area that has the highest score indicates your preferred learning mode; your lowest score indicates your least preferred and least used mode of learning.

Please do the test on page 5 and calculate your scores.

The mode with the highest score indicates your preferred learning mode. By using some of the ideas listed under your strongest mode from the chart below, you can enhance your learning of new material.

Activities: Activities that accommodate specific learning modalities.

K T	A	V	
doing	talking	viewing	watching
touching	listening	imagining	reading
movement	singing	films	drawings
feeling (emotion)	rhythm	videos	maps
field trips	oral drills	charts	diagrams
simulations	debates	graphs	photographs
painting	discussions	slides	cartoons
drawing	audio tapes	transparencies	paintings
dancing	lectures	cards	displays
labs	public speaking	microscopes	telescopes
making things	telephoning	skits	plays
show and tell	small groups		
repairing things	interviews		

Learning Channels Inventory

Place the numbers 1, 2, or 3 in the box after each statement that best indicates your preference. (Please use #3-Often, #2-Sometimes, #1-Seldom)

1. I can remember something best if I say it aloud. ☐
2. I prefer to follow written instructions rather than oral ones. ☐
3. When studying, I like to chew gum, snack and/or plan with something. ☐
4. I remember things best when I see them written out. ☐
5. I prefer to learn through simulations, games, and/or role play. ☐
6. I enjoy learning by having someone explain things to me. ☐
7. I learn best from pictures, diagrams and charts. ☐
8. I enjoy working with my hands. ☐
9. I enjoy reading, and I read quickly. ☐
10. I prefer to listen to the news on the radio rather than read it in the newspaper. ☐
11. I enjoy being near others. (I enjoy hugs, handshakes and touches.) ☐
12. I listen to the radio, tapes and recordings. ☐
13. When asked to spell a word, I simply see the word in my mind's eye. ☐
14. When learning new material, I find myself sketching, drawing and doodling. ☐
15. When I read silently, I say every word to myself. ☐

In order to get an indication of your learning preference, please add the numbers in the boxes together for the following statements.

VISUAL PREFERENCE SCORE 2 ☐, 4 ☐, 7 ☐, 9 ☐, 13 ☐ = Total ____

AUDITORY PREFERENCE SCORE 1 ☐, 6 ☐, 10 ☐, 12 ☐, 15 ☐ = Total ____

K/T (Kinesthetic/Tactual) SCORE 3 ☐, 5 ☐, 8 ☐, 11 ☐, 14 ☐ = Total ____

The highest score indicates that my learning preference is ______________________________

Now that I know which is my dominant learning style I can learn better by ______________

This inventory was developed by Max Coderre, publisher of TEACHING TODAY MAGAZINE in Edmonton, Alberta, and is designed to help you better understand your own unique learning styles. From the September/October 1990 Issue of Teaching Today.

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Checklist for Previewing a Textbook

A. Title Page

- What is the title of the text?
- What is the sub-title?
- What does the title tell you about what kind of things this book will cover?
- Who is the author?
- Where was the book published?
- If there are more than one city listed, which city do you include in a bibliography?
- What is the name of the publishing company?

B. Copyright Page

- Who has the right to print this book?
- What is the date the textbook was published?
- If there are several copyright dates, what date do you include in a bibliography?

C. Front Section of the Text

- Which of the following are included in the text?
  - Preface
  - Foreword
  - Introduction
  - To the Student

- Define each of the above terms.
- Describe the function of each.

D. Table of Contents

- List four topics this text will cover.
- Explain the role of the table of contents.
- Describe each of the various print types in the table of contents.
  - What function does each of them have?
- Where is the table of contents located?
- Describe the function of the table of contents?
- How does the table of contents help the reader?
- When would you use the table contents?

E. Back of Textbook

- Which of the following are included in the text?
  - Bibliography
    - What is the order of information in a bibliography?
  - Epilogue
  - Glossary
    - Glossaries are found in what three places in textbooks?
    - How is a glossary different from a dictionary?
  - Appendix
    - What is included in appendixes?
  - Index
    - How is the index organized?
    - What part of speech are the words in the index?

- What are some other parts of the textbook not listed above?
- Define each of the above terms — bibliography, epilogue, glossary, appendix, and index.
  - Describe their role in a textbook.
- What is the difference between acknowledgements and bibliography?

F. Sample Chapter — look at one chapter in the text and answer the following questions.

- Which of the following are included in the chapter?

  - Heading — list 3
  - Introduction
  - Objectives for the chapter
  - Exercises or review questions
  - Vocabulary is identified
  - Charts, graphs, pictures, etc.
  - Words in italics, boldface type, large print, highlighted sections (coloured) (if so what are these techniques used to indicate?)
  - Activities
  - Key Terms
  - Summary or Conclusion
  - References
  - Suggested Reading

- List the various kinds of print type used in the chapter.
- What us does each print type have in the chapter?

- Using the various headings, outline the chapter
    - How will these headings help the reader?
- List the various "Figures" in the chapter
    - What use are these "Figures" in the chapter?
    - How will the "Figures" help the reader?

G. List three ways this information will help you in this course and three ways it will help you in using textbooks.

Putting a Book Together

Textbooks have organizational patterns that are very similar to each other. If we know the pattern, we can read and use that textbook to help us learn more efficiently. Not all textbooks have all the sections that are listed and explained below and some textbooks may have other sections. So it is important that you survey your textbooks to find out what they have and do not have before you begin reading them. Survey them to discover their organizational pattern. Textbooks are very useful tools in learning.

The basic parts of a textbook are:

- Title page and copyright page
- Table of Contents
- Preface/Introduction
- Body or Text
- Glossary
- Bibliography
- Appendix
- Index

1. **Title Page and Copyright Page**: The title page is the first page of a book. It lists the complete title of the book; all the authors, editors, artists, and illustrators; and the publishing company and its locations. There is a standard pattern for this page. Printed at the top of the page is the full title of the textbook an listed in the centre are he author(s), editor(s), artist, and illustrators. While the placement of the publishing company and its locations is at the bottom of the page.

   Uses of the title page: Often a title of a textbook is very long and is not completely printed on the book cover and book spine. Therefore, when preparing a bibliography, you should turn tot he title page for the required information. If there are several cities listed, choose the city nearest to you or choose the Canadian city.

   Copyright page: The copyright page is on the back of the title page. It lists the year or years of the book's publications. This page will tell you who has the right to print the book. When listing the copyright year in a bibliography, choose the date nearest to the present year.

2. **Table of Contents**: The table of contents lists the topics in order and their first page number. The table of contents is an outline of the book.

Use of the table of contents: When you are searching for a major topic in the book, check the table of contents. Searching can take place when you know that the topic exists in the book and you need to know its first page. Or it could be that you want to know if the topic exists in the book.

3. **Preface/Introduction**: The preface or introduction is located before the body of the textbook. It could include the following information:

   - the book's content organizational pattern
   - the author's approach to the subject
   - the author's reason for writing the text
   - what the author considers very important in the text
   - why the author thinks the subject is important
   - the people the author wishes to thank

4. **Body of the textbook**: The body of the textbook is organized into chapters. Often the chapter is divided into sub-topics and may include an advance organizer, a variety of visuals (pictures, charts, graphs, diagrams), review questions, glossary words, and bibliography. An advance organizer lists the major ideas, the objectives, or a series of questions that will be answered in the chapter. Sometime sit appears as a diagram.

5. **Glossary**: The glossary of a textbook is a specialized dictionary. It records only the unfamiliar and new words or terms that are used in the textbook. It also will list words that have a specialized meaning that are not often printed in general dictionaries. The glossary only lists the meaning used in the textbook and sometimes it indicates the part of speech and pronunciation.

   Location of glossaries: Glossaries are located in three possible areas of a textbook. First, they may be printed at the bottom of the page where the word or term is used first. Second, there may be a glossary after the chapter and third, it may be after the body of the book and before the index. Glossaries are listed in alphabetical order, unless they are printed on the bottom of the page.

6. **Bibliography**: A bibliography is a list of references that the author(s) used to help her/him write the book. This list is always in alphabetical order according to the last name of the first author. The location of he bibliography is either after each chapter or after the body of the textbook.

   Included in the bibliography, although not always in this order, is the following information: name of the author(s), date published, name of the book, place published, and name of the publisher. Because there are several different formats, check with your instructor for the bibliography format she/he requires. Please note the order of the information, the punctuation, and the underlining when writing a bibliography.

7. **Appendix:** The appendix is a special section in some textbooks that contains useful information, for example, lists (rivers, cities, populations, leader, events), timelines, graph, statistics, and maps. This information is often very useful information for the reader but s not pertinent to the text. Often when information is in chart form and is required for the understanding of the contents of the chapter, the chart is written within the chapter. This applies for the other visuals as well.

8. **Index:** The index is the last section of the textbook. It alphabetically lists specific names and ideas and their page numbers found within the book. Notice the index contains only nouns. Some reference books, encyclopedia, will have a separate book for the index.

   Use of the index: Use the index while researching in the library for specific information. check both the table of contents and the index to see if the topic is big enough to be covered in the entire chapter or small enough for the index.

What other sections do your textbooks have that are not discussed in the above? Examine them and be able to define them, describe them, and provide uses for them.

Source: HM Study Skills Program, Level I. (1980). Arlington: National Association of Elementary School Principals. (Both the teacher's guide and student text).

Know Your Textbook

Name ______________________________ Date ______________________________

1. To find the definition of a boldfaced word or italicized word in your textbook, you should look in the book's

   a) bibliography
   b) introduction
   c) glossary

2. The year the book was published is printed on

   a) the title page
   b) the table of contents
   c) the copyright page

3. A footnote explaining a statement is found in two possible places. One of which is

   a) in the preface
   b) at the bottom of the page
   c) in the index

4. The outline of the textbook is found in

   a) the table of contents
   b) the index
   c) the preface

5. The copyright page of a book is usually

   a) the first page of the book
   b) the back of the title page
   c) the back of the appendix

6. The bibliography consists of

   a) an alphabetical list of the topics covered in the book
   b) additional information about the subject of the book
   c) a list of other books the author(s) used as references

7. The author's comments about how to use the book or how the book is organized would appear in

   a) the appendix
   b) the foreword or preface
   c) the index

8. To find out whether a book contains a section of maps, you would check

   a) the table of contents
   b) the appendix
   c) the glossary

9. To locate every page on which a certain topic is mentioned in a book, you would consult

   a) the index
   b) the table of contents
   c) the glossary

10. If your topic is not listed in a book's index, you should

   a) check the table of contents
   b) check the glossary
   c) check other books

TSQ5R

Shirley Chapman, Ph.D.
Assiniboine Community College

This study process of print materials was adapted by me over may years to include three extra parts from the standard SQ3R program. They are: Thinking, Rite(write) and Reflection. TSQ5R is an acronym for thinking, survey, question, read, recite, rite, review, and reflection.

Included in the steps of survey and questions are speculating or predicting. When learner-readers are surveying and asking questions, they are speculating or predicting what is included in the chapter.

The original SQ3R process was developed by F.P. Robinson in 1941. He was concerned with the lack of reading comprehension and memory of his high school students. His first process was not totally successful because students till forgot 80 percent within two weeks. Recite and review were added reducing forgetting to 20 percent after two weeks.

See the student handout for a summary of this study process of print materials. The following is a comprehensive explanation of the process. Information in the student handout is not repeated in this explanation. TSQ5R cannot be taught all at once. You can add to the basic structure over a period of several months as it is needed for the learning in progress.

There is a separate explanation on questioning because it addresses the complex idea of questioning and suggests that questioning is not a well developed skill among students.

Complete Notes about the TSQ5R Process

T - Thinking/Goal Setting: Before learner-readers begin to read the chapter, they should ask three questions. The answers to these questions will determine the kind of reading that should be done, the goals of the reading, and the beginning of scaffolding. Scaffolding is building on to what learner-readers already know. The three questions are

1. What is my purpose in doing this? Or, why am I doing this?
    Possible answers are:
    Research for an assignment?
    For pleasure?
    To learn something I want to know?
    A test, quiz, or examination?
    To answer a set of questions?

2. What do I want to get from this?
   Possible answers are
   - If I need only to gain a general sense of the reading, it probably won't need lengthy notes.
   - If I need to gain detailed information, I may want detailed notes.
   - If I am doing this for my pleasure, I will not need any notes.
   - If I am researching for an assignment, I will need extensive notes.
   - If I am preparing for an examination, I may need extensive notes. (This will depend on the type of examination.)

3. What do I already know about this topic?
   Possible answers are
   - I already know. (Suggestion: Brainstorm by mind mapping what is known.)
   - How do I know this?
   - What do I still need to know?
   - The answers to these three questions will decide the type of reading and the required type of notes.

Answering these three questions will fit the kind of reading learner-readers will need to satisfy their purpose for reading. Choose from scanning, skimming, exploratory reading, study reading, critical reading, and analytical reading. (See Appendix: "Kinds of Reading.")

A mark of good learner-readers is the ability to adjust their type of reading and reading speed to

- the kind of material to be read
- the purposes for which you are reading
- the difficulty of the reading material for you.

Many readers believe that slow reading is the only way to ensure comprehension. This is false.

Each kind of reading demands a different speed of reading. (See Appendix: "Flexible Reading" and "Kinds of Reading.")

S — Survey: Included in this step is speculating or predicting. Surveying provides learner-readers with a total picture or map of the material to be read.

There are two questions of speculation or prediction for learner-readers to answer while surveying the chapter/selection. They are

1. What do you think the selection is going to be about?
2. Why do you think so?

Learning to complete a good survey of a chapter will help learner-readers in four ways:

1. It will help learner-readers to select important and worthwhile material quickly to satisfy their goals.
2. It will give learner-readers the tools to evaluate and to eliminate material not related to their goals as decided in the above thinking step.
3. It will allow learner-readers to become more efficient in attacking reading and learning.
4. It will help learner-readers' reading purposes become more clear and focused.

The eight keys to survey a textbook are

1. Read title, subtitle(s), jacket summaries.
2. Identify author or source and dates of copyright date.
3. Check the Table of Contents. Note organizational pattern and chapter summaries.
4. Check Index for types of listing and emphasis.
5. Read Preface/Forward/Letter to Reader, recommendations, and conclusion.
6. Examine any maps, illustrations, charts, and bold headings, graphs, questions.
7. Read introduction and summary, or read one-two paragraphs.
8. Review your survey and decide what to read.

The four keys to survey a chapter or selection are

1. Read title and subtitle.
2. Examine any maps, illustrations, cartoons, pictures, charts, bold heading/italics.
3. Read introduction and conclusion paragraphs or read one-two paragraphs.
4. Read chapter questions if they exist.

Q — Question: The quality of student learning depends on the quality of their questions. The quality of living depends on the quality of the questions.

Included in this step is speculating, predicting, or taking an educated guess. The questions that learner-readers develop speculate or predict what is in the content of the chapter. As this section is very extensive, a separate explanation is included in the Appendix: Questioning.

Questioning establishes precise objectives for reading It creates a mental framework for processing information quickly. Questioning provides an efficient system for organizing new facts with what students know, called scaffolding.

Now learner-readers have a list of questions from the title, subtitles, pictures, and graphics of the chapter or selection. There are two final summary questions that should be answered before the reading begins. These two questions already are answered in the Survey step but learner-readers should answer them again. Their goals for reading and learning are mor focused and clear.

1. What do you think the selection is going to be about? This is a prediction question. Speculate on what the writer will provide as answers to the questions. This speculation becomes the framework for sorting the new information.

2. Why do you think so? Leaner-readers must examine their background knowledge or preview material in relation to their predictions.

When learner-readers are learning this step for the first time, teachers should help them develop questions as a whole class. The questions could be written on the chalkboard, chart paper, or transparency. These questions could be grouped (categorized) and labeled. This will help learner-readers to bring into focus their reading and to learn how to ask better questions.

As learner-readers practise this process, they will become independent in their ability to write and ask good questions. Asking good questions empowers learners.

R — Read: If the material is new to them or difficult to understand, learner-readers could break the chapter into its sub-headings. Read each heading separately — read, recite, rite, review before moving to the next sub-heading.

While reading, learner-readers should keep several reading ideas in mind. One, there are eleven writing patterns. Most writing can be categorized into these eleven writing patterns. Comprehension will be easier if learner-readers recognize these patterns. (See Appendix: "Eleven Writing Patterns")

Second, when reading the individual paragraphs, there are another two ideas to keep in mind. One is placement of the topic sentence in paragraphs.

There are five placements for the topic sentence in a paragraph.

1. Often the fist sentence of the paragraph is the topic sentence. The sentences that follow expand and support the topic sentence. A useful diagram for this type of paragraph is a reverse pyramid shape. Approximately seventy-five percent of all paragraphs is written with the first sentence as the topic sentence. It is the easiest to write.

2. The topic sentence could be the last sentence of the paragraph and is diagrammed as a pyramid.

3. The topic sentence could be in the middle of the paragraph and is diagrammed as a diamond. Consider the middle of the paragraph any sentence that is not either the first or the last.

4. A fourth place for the topic sentence is both the first and the last sentences and is diagrammed as an hour glass. The first sentence is a rewording of the first sentence.

5. A square shape shows there is no topic sentence in the paragraph, because there is an implied topic sentence.

There are twelve paragraph patterns. Most paragraphs are written using one of them

1. Cause/Effect or Effect/Cause
2. Chronological Order
3. Comparison/Contrast
4. Definition
5. Descriptive
6. Main idea and details or examples
7. Introduction
8. Transitional
9. Narrative
10. Problem/Solution
11. Summary
12. Illustrative

First step in reading: Learner-readers should begin reading by skimming the page or chapter to analyze the paragraph types and locate the positions of the topic sentences. They should skim to find the answers to their WHAT, WHO, WHEN, and WHERE questions. Skimming is the rapid search for specific detail.

The second step in the reading process is choosing a kind of reading to locate the answers of their other questions. Learner-reader will initially decide that kind of reading is most appropriate based on their decision from the previous thinking step.

Each kind of reading demands different skills and different speeds of reading. For example, in using study reading, the HOW and WHY questions are best answered. These questions often require longer answers and will require indepth study reading. Study reading requires a much slower reading speed because it requires the thinking skills of critical, analytical, interpreting, evaluating, and reflecting. It requires the combining of and evaluating of the new information to the already known information.

Study reading involves four steps

1. Gathering facts and ideas.
2. Sorting facts and ideas for importance and relationships.
3. Measuring ideas based on past knowledge and experiences.
4. Deciding what to believe, what to store or act upon, and what to reject.

Any questions that should be modified, revised, or added to will take place in this step.

The eye movement for study reading is about 5% of the process. Thinking requires the other 95%.

R — Recite: Often learner-readers have difficulty remembering what they have read. One strategy I've used is to have learner-readers read in pairs. Teacher designates one person "A" and the other person "B."

1. Both learner-readers read silently for one minute.
2. Tell them to stop.
3. For 30-45 seconds, have reader "A" tell reader "B" what she/he remembers from their reading.
4. Then the readers switch roles and for 30-45 seconds reader "B" tells Reader "A" what she/he remembers.

Have the learner-readers return to their reading for another minute and continue this process for the rest of the chapter or part of the chapter. When learner-readers remember much of what they have read in one minute, extend the reading time until they can remember five or more minutes of reading. This process will take several weeks of practice.

Another recite strategy that students could use is role play. Each person plays two roles — teacher and learner. Teachers could model this strategy using two students — one role plays the teacher and the other student role plays the student role.

1. As teachers, students could ask themselves the questions they developed from the survey and any additional questions they can think of.
2. As learner, they answer their questions.
3. As teacher, they should check the answers in the text.

R — Rite: Now learner-readers are ready to write a set of notes if needed. They should refer to their goals in the Thinking step. There are several strategies that can be used for note-taking. (See note-taking in this unit for further information.) They could use the various types of mapping, the outline, or answering their questions from the "question" step.

After completing their notes, students should write a summary paragraph, a summary chart, or a schema of the entire chapter. This should be done on a single sheet of paper without referring to the set of notes. (See note taking in this unit.)

R — Review: Ten minutes later learner-readers should review the content of the chapter. They could ask and answer questions or use a webbing strategy to review the material.

There is a learning curve. Content to be remembered in the long-term memory should be reviewed ten minutes after the first learning. Further reviews should take place the next day, one week later, two weeks later, and a month later. The third and fourth take two minutes each. This review strategy will ensure that learner-readers will need very little time in the future preparation of test or examination.

Another strategy for teaching learners to remember is to review the previous content and skills at the beginning of each class. The first five minutes can be spent webbing as individuals, as small groups, or as a class. Begin teaching this strategy with the entire class. Practising this process continually learners will remember better and more.

R — Reflection: Reflection is a metacognition process. Metacognition is the thinking about thinking. It is personalizing what just has been learned by mentally manipulating ideas and reorganizing the ideas into smaller or larger categories. It is playing with these new categories and adding them into the existing knowledge. This process makes possible for knowledge to be retained more effectively. Reflection is learned very slowly but can be taught especially if, at first, teachers provide the questions.

Re-examine the list of questions developed int he survey part of this process. What questions were answered and what questions were not answered? Why were some questions not answered? What questions were developed during the reading? Why were these questions necessary? Did these questions help in the learning process? How can this process be used in future learning either in the school setting and non-school setting?

This process will enable students to learn to predict better what questions to ask in the question step of this study process. Remember, the ability to ask "good" questions empower learners for their present role and future roles.

There are several additional reflection questions that can be used. Choose two to three of the following questions for each chapter or make up others.

For example

1. What have you learned?
2. How did you learn it?
3. How does it change, extend or modify what you knew before?
4. How can you apply this new knowledge to other situations — school settings and non-school settings?
5. How can you add this to the knowledge that you already had before beginning this study?
6. What do you not know yet about the topic?
7. You were surprised to learn.
8. What does this knowledge mean to you?
9. How are you now thinking about these ideas?
10. You feel. Why?
11. What are some important differences between _________ and _________?
12. What are some important similarities between _________ and _________?

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Additional Reading Comprehension Processes and their Sources

1. DR-TA: Directed Reading-Thinking Activity.

   Davidson, J.L. and B.C. Wilkerson. (1988). **Directed Reading — Thinking Activities**. New York: Trillium Press.

2. PQRST for science: Preview, Question, Read, Summarize, and Test

   Spache, G. (1963). **Toward Better Reading**. Champaign, IL: Garrard, p. 18.

3. SQRQCQ especially for mathematics: Survey, Question, Read, Question, Computer, Question.

   Fay, L. (1965). Reading study skills: Math and Science. **Reading and Inquiry**. Dewark, DE: International Reading Association. p. 93.

4. OK5R: Overview, Key ideas, Rad, Record, Recite, Review, Reflect

   Pauk, W. (1974). **How to Study in College**. MA: Houghton Mifflin. p. 189.

5. REAP: Read, Encode, Annotate, Ponder

   Eanet, M. and A. Manzo. (May, 1976). REAP: A strategy for improving reading/writing/study skills. **Journal of Reading**. (19), pp. 647-452.

TSQ5R

Student Handout

There is no one right way to read a textbook or to read other kinds of materials, although some approaches work better than others. The TSQ5R is a well researched process that is proven effective for textbook learning. TSQ5R is an acronym.

T — Thinking or goal setting
S — Survey or skimming (speculating and predicting)
Q — Questioning (speculating and predicting)
5 Rs — Reading, Reciting, Riting (writing), Review, and Reflection

The study process has three parts: pre-reading strategies, reading for comprehension strategy and post-reading strategies.

1. Pre-reading strategy — Thinking, Survey, and Questions
2. Comprehension Strategy — Reading
3. Post-reading Strategies — Reciting, Riting, Review, and Reflection

Reading is a thinking process. Eye movement is 5% of the process and thinking is 95% of the process.

TSQ5R Process

T — **Thinking or Goal Setting:** Before beginning to read the chapter, you should ask three questions. The answers to these questions will fix the kind of reading that should be done, the goals of the reading, and the beginning of scaffolding. Choose the kind of reading from one of the following: scanning, skimming, exploratory reading, study reading, critical reading, and analytical reading. (See Appendix: "Kinds of Reading") Answer the following three questions.

1. what is my purpose in dong this? Or, why am I doing this?
2. What do I want to et from this?
3. What do I already know about this topic?

S — Survey: Surveying will give you a good initial sense of what the main ideas are in the chapter. It provides you with a total picture or map of the material to be read. You will gain a sense of the major questions that the material in the textbook will answer.

Two questions to answer while surveying the chapter/selection.

1. What do you think the selection is going to be about?
2. Why do you think so?

The four keys to survey a chapter or any print materials are

1. Read title and subtitle(s)
2. Examine any maps, illustrations, cartoons, pictures, charts, bold headings/italics
3. Read introduction and conclusion paragraphs or read one-two paragraphs
4. Read chapter questions if they exist

Q — Question: Ask questions about the material before reading it. Turn the title and subheadings and other key words into basic questions. Some simple question words are: **who, what, when, where, why, how, was, did,** and **is**. Avoid questions hat can be answered with yes or no. These questions can be written down to be answered after reading the chapter.

R — Read: Read the selection looking for the answers to the above questions. Change, modify, revise, or ad to the questions when it is necessary. Change and modify the speed of your reading depending on the material in the textbook.

With the material that seems most important or difficult to understand, read slowly, using study reading, critical reading, or analytical reading. Skimming or exploratory reading can be used to read material that seems less important, is already known, or is easily understood. Rereading the selection several times is not unusual. Each time it is read it will be for a different reason; therefore, choose an appropriate type of reading strategy. Flexible reading enables you to become an active learner-reader.

R — Recite: Recite or rephrase the important ideas (and maybe details depending on the reasons for reading) from the passage. Return or reread what is not remembered or understood. this can be a silent process. You can role-play a teacher-student scenario where you play both roles: the teacher asking yourself questions and then the student role when you answer the questions.

R — Rite: Write a set of notes. There are several types of notes. Choose the best type for the content and its use in the future.

R — Review: Ten minutes later, review all the material until it is known, understood, and remembered, Again you could role play the teacher-student scenario. Review can be done several times, e.g., the next day, one week later, two weeks later, and a month later. Each time it is completed, it will take less time. This review process will lessen the time needed to study before a text or examination.

R — Reflection: Reflection is personalizing newly learned content or skills by mentally manipulating ideas and reorganizing the ideas into smaller or larger categories. It is playing with these new categories and adding them into your existing knowledge. This process makes possible for knowledge to be retained more effectively.

Reflect about what was read and learned. Re-examine the list of questions developed int he survey part of this process. What questions were answered and what questions were not answered. Why were some questions not answered? What questions were developed during the reading? Why were these new questions necessary? With practice, you will get better at predicting questions int he question step of this study process.

Other reflective questions are: What was learned? How was it learned? How does it change, extend or modify what you knew before? How can it be applied to other situations (school setting and non-school setting)? How can this new knowledge be added to what was already known before this study? What new categories can you develop that will make thee new ideas more meaningful? What is not known yet? What were you surprised to learn?

General reflective question related to the TSQ5R study process. Where can this process be used in other school settings and non-school settings? How can it be used elsewhere? How can it be modified in other settings?

With practice, this process becomes easier to use and takes less time to go through the steps. It is like learning how to drive a car, play basketball, or play an instrument. At first it was hard to do and it took much practice to become proficient at the individual skills. later you drive the car play basketball, or play the instrument easily and without much thought to the individual skills.

Using Effective Questioning to Learn

Shirley Chapman, Ph.D.
Assiniboine Community College

Asking questions is a powerful learning tool. Learning how to ask effective questions is a skill often ignored by teachers. The assumption is that learners know how to ask effective questions because they often ask so many. Many learners and instructors do not realize that questions direct the focus of their learning and teaching in two ways

- what learning should they focus on
- how should they focus on it

Many questions begin with what I call question starters. Question starters are words that often begin questions or are part of questions. They direct the kind of answer and often show the length of answer required. the 6 Ws and How are seven of the most powerful question starters. Each 6 Ws (who, what, which, where, why, when) and how ask for different information. The following paper will explain what kind of information each of these word starters demands. when learners understand each of these word starers demands. When learners understand what kind of information each kind of question requires, they can enhance their learning power.

Why is the skill of asking and answering effective questions so important for learners? There are several reasons.

1. If learners are asking the questions, they are involved in an active learning process because it focuses them on whatever they are doing.

2. If learners are asking the questions about what they are studying, they will have a vested interest in the answers.

3. Asking and answering questions help learners concentrate on their learning and remembering becomes more effective. when studying, asking questions can help learners to focus on what is really important.

4. Asking, followed by answering useful questions will direct learners to the what they should be focusing on and how they should be focusing on it. Effective questions can help focus the learner's mind.

Learners learning about how to ask useful questions is a skill that must be addressed in our classrooms. We need to add a quality dimension to our learners's lives by teaching them how to ask effective questions. They need to become empowered in their learning as active, effective, responsible learners.

Most questions can be classified into two types, namely, literal questions and exploratory questions. Both types should be used by learners when they are thinking of asking questions and should be recognized by them when they are answering questions. Knowing these two types of questions will enable learners to decide what kind of information is required and how long the answer should be.

Part One: Literal Questions

This section discusses literal questions. Literal questions are subdivided into three sections.

1. Characteristics of literal questions
2. Kinds of literal questions.
3. Uses of literal questions.

Assume learners will ask questions and answer questions when listening, speaking, reading, an writing across the curriculum, from grades K-12, and in daily life.

Characteristics of Literal Questions

Literal questions are those that refer to ideas, concepts, and data. Effective literal questions have several characteristics.

1. They directly ask about ideas and important details expressed by the person or the text.

2. They are comprehensive. The questions elicit answers that includes all the important ideas expressed by a person or by the text.

3. They are clearly expressed.

4. The 6Ws (what, which, who, where, when, why) and How usually ask open-ended questions. These question usually demand a direct response into areas of concern to the responder. Each of these words asks a different kind of question and therefore requires a different kind of answer. Close-ended questions often begin with the following words: is, are, were, isn't, doesn't, have, has haven't, and hasn't. These questions usually require yes or no answers.

5. They may appear not as questions but as statements that require a response. These questions often begin with such words as state, define, trace the development of, list, analyze, compare and contrast.

Kinds of Literal Questions

Literal questions can be divided into three kinds and they are open-ended.

1. Shorter literal information questions
2. Longer literal information questions
3. Literal questions that do not appear as questions

Shorter literal information questions

The shorter literal information questions often begin with or have the following four words in the question: what, who, where, and when. These questions ask for specific information in their answers, thus, require short answers. See chart for further information and examples.

LITERAL QUESTIONS

QUESTION STARTER	SHORTER LONGER ANSWERS	VERBS EXAMPLES	CHARACTERISTICS	EXAMPLES OF QUESTIONS
WHICH WHAT	shorter answers	is, are, was, can, do, did, does, will, might, would	Specific information Main idea Central theme Event Choice	What is the name of the capital city of the province? What is the main idea of the paragraph? What is the central theme of the story? What happened after the dog tore his pants? Which part does not fit the diagram?
WHERE	shorter answers	is, are, was, can, do,did, does, will, might, would	Situation Place of a person, thing Location Position	Where is the city of Brandon on the map? Where did you find the lost boy? Where is exact position of the flower vase?
WHEN	shorter answers	is, are, was, can, do, did, does, will, might, would	Time Under what conditions Situations	When is the horse race? When (under what conditions) will you know if you got the job?
WHO	shorter answers	is, are, was, can, do, did, does, will, might, would	Person Personified thing	Who can solve it? Who was involved in the accident?
WHY	longer answers	is, are, was, can, do, did, does, will, might, would	For what purpose? For what causes For what reasons?	Why is Aunty Anne leaving the farm? Why did the car break down during the trip? Why will Peter come home during classes?
HOW	longer answers	is, are, was, can, do, did, does, will, might, would	By what means Under what conditions In what manner To what extent To what degree	How (by what means) will you get to Calgary? How (in what condition) i the sick animal? How (in what manner)

Longer Literal Information Questions

How and why questions require longer literal information than shorter literal questions. Thus, these longer answers are open-ended questions.

Literal questions that do not appear as questions at all

Questions that are statements require a longer response for answers. Examples of these questions are: compare and contrast, convert, define, describe, figure out the sequence, explain, follow the directions, give account of, illustrate, list,, locate, measure, name, outline, recall, relate, restate, review, state, summarize, tell, trace the development of, trace, and translate. Examples of this kind of question are

1. Explain what is meant by flexible reading.
2. Summarize this paragraph.
3. Tell why these ideas are similar.
4. Describe how you researched the project in the library.

Uses of literal questions and answers

Literal questions can establish precise objectives for learning. They create a mental framework for processing information quickly. Literal questions can provide an efficient system for organizing new facts with what the learner already knows; this is known as scaffolding. There are ten possible uses for literal questions.

1. Most chapter questions in textbooks are literal questions.

2. Asking questions is a required step used in several well-known study process; for instance, SQRQCQ (Fay), PQRST (Spache), SQ3R (Robinson), and OK5R (Pauk).

3. The preparation of study questions for those print materials that do not have headings. One way i to locate the topic sentence in the introductory paragraph and write a question or a series of questions. When the introductory paragraph does not offer a useful question, skim the material for the main ideas and supporting details. Then, ask questions about the material.

4. When making notes or taking notes, learners can ask questions as they are reading or listening. These questions may be voiced, written, or mentally asked. Readers can make notes while listeners can take notes.

5. When learners are editing their notes after the initial note writing, they can write reflection questions. Reflection questions can relate to what they do not yet know, need to know, do not understand, and would like to know more about. Or they may write personal comments.

6. When studying for a test or examination is a sixth use, learners can role-play the teacher and learner scenario. The teacher-learner writes/asks a series of questions for the learner to answer. The learner answers the question. Then the teacher-learner checks the answers for completeness and correctness. These questions focus learners on the content to be learned and actively involves them in their learning. This is especially effective if learners write the questions and answers.

7. When actively involved learners can ask pointed literal questions in any oral presentation. These questions can be asked of the speaker, kept for further research, or reserved for later discussions.

8. Research assignments require literal questions. These questions may be teacher directed, learner made, or a combination of both. The questions become the basis for research. Often these questions can be used to write the final product or turned into statements in the final written product.

9. There are several organizational writing patterns that writers use to organize their content. Literal questions can be developed around these patterns. For instance, in the cause and effect pattern, the following questions can be asked — what is the cause of the war an what are the effects of the war? In the enumeration pattern, the following questions can be asked — what are the six steps in the photoengraving process and describe them?

10. There are many situations outside the school setting where asking and answering practical literal questions are necessary. For instance, when people are shopping, when people are in social and work related discussion, and when people are learning a new skill (bicycle maintenance).

There are other uses for literal questions that you have thought of by now. What are they?

I believe learners should take more responsibility for their learning and that the asking and answering of questions is an important step in this process.

Part Two: Exploratory Questions

Exploratory questions are those that go beyond the stated information. They deal with meanings, implications, a person's interests and curiosity. These questions involve possibility, prediction, imagination, analysis, critical thinking, creative thinking, discovery,e valuation, reflection, appreciation, and values. When learners are reading and listening, they should ask several exploratory questions. These questions could be written down and answered. Exploratory questions can be most satisfying way to learn because learners are often choosing hat they want to learn.

This section is divided into the two parts of exploratory questions an uses of exploratory questions.

Exploratory Questions

Using the 6 Ws and How will provide opportunities to ask possibility, probability, prediction, and imagination questions. Note the role of the verb in each sentence. These are open-ended questions. Examples of the 6 Ws and How questions are on the following chart.

QUESTION STARTERS	KINDS OF	VERBS Examples	QUESTION EXAMPLES
WHICH WHAT WHEN WHICH WHERE WHO HOW	Predictions	will	Which family member do you think will have the most important role? What will you do after graduation? Where will the interest rate be next January? Who do you suppose Sari will bring to the party? When do you think you will arrive back from holidays? Why will nothing good come out of that relationship? How will you remember the seven steps?
	Possibilities	can	What do you think of Sam's behaviour? Where can you find some straight pins? Who can go to the store tonight for more milk? When can we move to the city? How can you lose that much weight in just two weeks? Why can you not find the store?
	Probabilities	would	What would happen if she drove the car with a faulty brake? Who would you vote for in the next federal election? Where would the hamster find that father? When would the family arrive from Japan? Why would the diamond be a fake? How would you solve this math problem?
	Imagination	might	What might be a different ending to this story? Who might the prince marry? Where might the next accident in the story occur? When might the workers arrive from Mexico? Why might the dog have red eyes? How might the story be different if the prince does not find Cinderella?

Uses of exploratory questions

There are eight uses for exploratory questions. Very often it is impossible to ask and answer exploratory questions without asking and answering literal questions too. There is no order that comes first. Sometimes the literal questions will lead to the exploratory questions or vice versa.

1. In various study processes, the reflection step suggests that learners ask reflective exploratory questions, for instance, OK5R (Pauk), PQ4R (Thomas and Robinson, and REAP (Eanet and Manzo).

2. In making notes or taking notes, learners can ask exploratory questions as they are reading or listening. These questions may be voiced, written, or mentally asked.

3. When editing their notes later that day, learners also can write exploratory questions. These notes may be written at the bottom of the page, in a column set aside for reflection or on the back of the notes. Exploratory questions include: (a) reflection questions, (b) further research questions, (c) possible test questions, (d) scaffolding the new information to the known data, (e) application to other subjects in school or non-school settings, and (f) personal comments.

4. When learners are preparing for tests or examinations, exploratory question and literal question making and answering is useful. Learners can predict what kind of questions the instructor will ask based on previous tests, emphasizes textbooks, and emphasis of classroom instruction. If questions and answers are written because learners are actively involved in their learning, they will remember for a longer period.

5. Forceful exploratory questions can be asked by involved learners in any oral presentation. For instance, they can be asked during: debates, panels, quiz shows, field trips, class presentations, and guest speakers or teacher lectures. These questions can be formed for the presenters to answer, retained by the listener as part of active listening process, or discussed alter by the participants.

6. Research assignments often require exploratory questions that involve comprehension, application, analysis, synthesis, evaluation, critical, creative, and discovery thinking. These questions can be written while developing research questions. Or they can be written between the research and the writing. Both literal and exploratory questions are often necessary during the research process.

7. Many organizational writing patterns require exploratory questions sot hey can be understood. Writers and speakers are not always clear in their presentation of these organizational patterns. For instance, sometimes authors do not clearly identify the cause and effect pattern in their writing. Learners can ask questions that will lead them to possibility, probability, prediction, and imagination

answers. Other questions can lead them to the other exploratory questions. Asking questions during the identification of reading and listening of these organizational patterns will enhance the comprehension of the content. This understanding will be evident in class discussions, papers, and examinations.

8. The many situations outside the school setting where asking and answering forceful exploratory questions would add new and different dimensions to social and work-related discussions. These questions would be useful when researching a possible purchase (a car, computer, television).

Knowing what kind of information each of these kinds of questions demand and knowing possible question starters are the beginnings of becoming active, participating learners. Too often teachers assume it is their role to ask the questions of the learners and it is the learner's role to answer the questions. I challenge that.

I believe effective questions are powerful questions. They are powerful if the learners are asking them. They are powerful because they give the opportunity for our learners to become forcible, competent, capable, functioning, remarkable, influential, powerfully active, and responsible people. That is if, learners learn how and when to ask effective questions. Asking questions is a very powerful learning tool.

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Reading Signals

Shirley Chapman, Ph.D.
Assiniboine Community College

Signal words help readers/listeners follow the direction of a writer's/speaker's thought. They are like signposts on the road that guide the traveller. Although they do not express ideas, facts, or details, they do convey directional and relational information to the reader or listener.

There are twenty-two of them plus the typographic print signs. These signal words or phrases are used for reading, speaking, and writing. Recognize the signal words and phrases to improve your reading, writing, speaking, listening, as well as your note-taking or note-making.

- **Additional Words or List Words:** Additional words or list words tell the reader/listener that the writer's/speaker's thought is going to continue in the same direction. She/he is going to add on more points or details of the same kind. It is just as important as what has been said.

also
although
and
another
besides
finally
first, second
first of all
for one thing
furthermore
in addition
in spite
last of all
likewise
next
on/another
otherwise
plural (reason, types)
plus
for the third reason
though
too

- **Alternative Words:** These signal words point, "sometimes there is a choice; at other times there isn't."

either/or
neither/nor
otherwise
other than

- **Cause and Effect or Effect and Cause/Problem Solution:** Find the cause(s) and label it/them and then find the effect(s) and label it/them. These signal words say, "all this has happened; now I'll tell you why." Remember sometimes there are several causes and only one result; or several results and one cause. Sometimes the results are described before the causes are given. Results can also become new causes with new results. This pattern is cyclical.

accordingly
as a result
because
consequently
for this reason
hence
if ... then
nevertheless
since
so that
so
therefore
this led to
thus

- **Change-of-Direction Words/Swivel Words:** Change-of-direction words prepare the reader/listener for a change in the direction of the writer's/speaker's thought. They tell readers/listeners that the writer or speaker will probably revise or modify a previous statement.

although
but
conversely
despite
even though
however
in contrast
in spite of
instead of
nevertheless
notwithstanding
on the contrary
on the other hand
otherwise
rather than
regardless
still
though
yet
whereas

- **Comparison and Contrast:** the author/speaker is showing the other side of the picture, the research contradicts what has already been said, or the author/speaker is indicating a similarity. The contrast signal words say, "So far I've given you only one side of the story; now let's take a look at the other side."

although
as well as
but
comparatively
conversely
either ... or
here/there
however
in contrast
less
like
more
nevertheless
not only
on the contrary
on the other hand
opposite
pros and cons
similar to
similarly
still
taller
though
unless
while
yet

- **Concession Words:** The author/speaker is admitting that the opposition has a point or two. These signal words are saying, "Okay! We agree on this much.! These signal words are similar to the swivel words.

accepting the data
even though
granted/granted that
indeed
of course
though
to be sure

- **Conclusion or Climax Words:** Tells readers/listeners to expect the writer's/ speaker's last, and possibly most important point within a paragraph or larger unit of thought.

above all
because
biggest
consequently
finally
for these reasons
hence
in brief
in conclusion
in summary
last of all
most important
since
so
therefore
thus
to sum up

- **Definition**: These signal words tell the reader/listener that a definition is going to be given.

is
is called
means
or
that is

- **Emphasis Words**: Emphasis words are signals through which the writer/speaker tells the reader/listener that a particular idea or detail is especially important should be remembered. Think of such words as red flags that the author/speaker is using to make sure you pay attention to an idea. These signal words say, "Wake up and take notice."

above all
a central issue
a distinctive quality
a key feature
a major event
a primary concern
a significant factor
a vital force
above all
especially relevant
especially valuable
important to note
indeed
most noteworthy
most of all
more important
pay particular attention to
remember that
should be noted
the chief factor
the main value
the most substantial issue
the principal item

- **Enumeration Words/Sequence**: Underline the numbers or circle them in print materials before reading them. Pay attention an mentally number than while listening or number them if you are note-taking. Check to see if you have the number the author/speaker indicate that thee were.

1, 2, 3
A, B, C
also
before
finally
first, second, third
for example
for instance
i, ii, iii
in fact
most important
next
previously
secondly
the four steps
the three reasons
then
to begin with

- **Equivalent Words**: These signal words say, "Both what I have said and this too."

  as well as
  at the same time
  equally important
  likewise
  similarly

- **Illustration Words, Examples and Amplification Words**: These signals tell readers/listeners that an example or illustration will be given to make an idea clear. The writer/speaker wants to make clear the point just made. She/he is saying, "I want to be sure that you understand my idea; so here's a specific instance."

  above all
  for example
  for instance
  in other words
  more importantly
  once
  remember the
  specifically
  such
  that is
  to illustrate

- **Qualifying Words**: These signal words say, "Here is what we can expect; these are the conditions we are working under."

  although
  if
  providing
  unless
  whenever

- **Repeat Words**: The author/speaker is simplifying a complex idea or simplifying a long-winded explanation in this simplified version. These signal words say, "I said it once, but I'm going to say it again in case you missed it the first time."

  again
  that is, briefly
  in the vernacular
  it simply means
  in other words
  that is (i.e.)
  in essence
  to repeat

- **Results**: These signal words or phrases indicate results.

  as a result
  therefore
  since
  thus
  consequently

- **Straight Ahead**: These signal words indicate the writer/speaker will continue in the same direction.

  also
  and
  first, second, third
  more
  furthermore
  in addition to
  likewise
  more than that
  moreover
  next

- **Summary**: These signals say, "We've said many things so far. Let's stop here and pull them together."

accordingly
briefly
consequently
for these reasons
in a nutshell
in brief
in conclusion
therefore
thus
to summarize
to sum it up

- **Terminal Words**: The difference between summary and terminal is finality. Summary indicates a pause in the forward trend while the writer/speaker gather's her/his thoughts.

as a result
finally
in conclusion

- **Test words**: This indicates a potential test item.

here's a pitfall
you'll see this again
this is important
remember this

- **Time Order or Sequence**: A time relationship is being established. What comes first, what comes next ... what comes last? "Let's keep the record straight on who said what especially when."

after
afterwards
at the same time
as
before
finally
formerly
later
meanwhile
next
not long after
now
on (date)
presently
previously
prior
soon
subsequently
then
today
ultimately
until
when
while

- **Word order**: This signal says, "You keep your mind on reading; I'll keep the numbers straight."

finally
first
last
next
second
then

- **Typographic signs Used in print materials:**

— bold face, italics, boxes, small print, large print
— indentation of margins
— colour changes
— headings and subheadings
— extra white space to set off sections or to indicate change in fiction

- coloured type, shaded or tinted paper for supplementary material or to highlight very important materials
- quotations indented and in different type to suggest the point just made

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Reading and Study Skills

The Now Student

READING SIGNALS

ENUMERATION/ SEQUENCE

1, 2, 3
A, B, C
also
before
finally
first, second, third
for example
for instance
I, II, III
in fact
most important
next
previously
secondly
the four steps
then
to begin with

CAUSE-EFFECT PROBLEM SOLUTION

accordingly
as a result
because
consequently
for this reason
hence
if ... then
nevertheless
since
so that, so
therefore
this led to
thus

ILLUSTRATIONS, EXAMPLES, and AMPLIFICATION

above all
for example
for instance
in other words
more importantly
once
remember the
specifically
such
that is
to illustrate

CLIMAX WORDS/ CONCLUSION

above all
as a result
because
biggest
consequently
finally
for these reasons
hence
in brief
in conclusion
in summary
last of all
most important
since
so
therefore
thus
to sum up

CHANGE-OF-DIRECTION/ SWIVEL WORDS

although
but
conversely
despite
even though
however
in contrast
in spite of
instead
nevertheless
not
on the contrary
on the other hand
otherwise
still
yet

TERMINAL WORDS

as a result
finally
in conclusion

RESULTS

as a result
consequently
since
therefore
thus

COMPARISON— CONTRAST =

although
as well as
but
comparatively
conversely
either ... or
here/there
however
in contrast
less
like
more
nevertheless
not only
on the contrary
on the other hand
opposite
pros and cons
similar to
similarly
still
taller
though
unless

SUMMARY

accordingly
consequently
in a nutshell
in conclusion
therefore
thus
to sum it up

TEST WORDS

here's a pitfall
remember this
this is important
you'll see this again

ADDITION WORDS LIST OF WORDS

also
although
and
another
besides
finally
first
first of all
for one thing
furthermore
in addition
in spite
last of all
likewise
moreover
next
on/another
otherwise
plural (reason, types)
plus
second
the third reason

TIME (order)

after
as
before
finally
formally
meanwhile
next
not long after
now
on (date)
prior
soon
subsequently
then
today
when

STRAIGHT AHEAD

also
and
first, second, third
furthermore
in addition to
likewise
more
more than that
moreover
next

EMPHASIS WORDS

DEFINITIONS

is
is called
means
or
that is

REPEAT WORDS

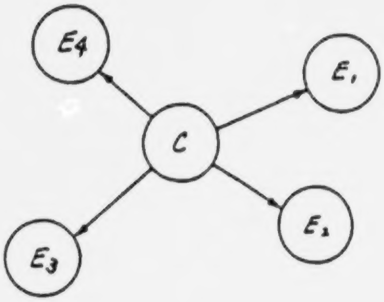
in essence
in other words
in the vernacular
it simply means
that is, briefly

Eleven Writing Patterns

Student Handout

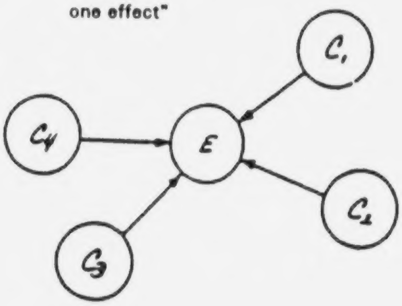
There are eleven major writing patterns. Recognizing them can help you as a learner in several ways. Reading will be more meaningful. It will help you in understanding and comprehending print material. It will help you in remembering information.

1. **Cause/Effect** or **Effect/Cause**: Cause and effect explains the reasons for something or the effects of actions. A cause is an action, event, or person that makes something else happen. Effect is the result of that action. This pattern examines the evidence that links a given cause with the resulting effect. The major concern in this pattern is the reasoning process that leads to a conclusion or judgement. It is important to separate the cause from the effect, to see the main idea clearly. It is used in what subjects? How is it used outside the school? Cause and effect can be diagrammed like this.



"cause with several effects"

"several causes leading to one effect"



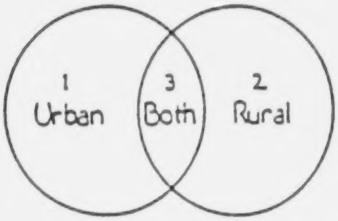
2. **Classification**: Classification groups material, segregates material, and categorizes material. You can develop a classification system that can be used in the future to classify other similar data. Often it is written with a common heading and several subheadings or subdivisions. This pattern may be structural or descriptive. Outlining is one classification system that has primary headings and the subdivisions. It is used in what subjects? Where do you use classification in school and non-school settings.

3. **Compare and Contrast**: Comparing and contrasting shows how two or more things are alike and how they are different. compare means to analyze both the similarities and differences while contrast focuses only on the differences. The primary objective is to examine the relationship between two or more things. First analyze this pattern by looking for the main idea and then listing the similarities and differences. It is used in what subjects? Where will you use the compare and contrast writing pattern in school and non-school settings?

Words in a paragraph that signal **compare and contrast** are: although, as well as, also, but, comparatively, either ... or, here/there, however, in contrast, instead of, less , like, more, nevertheless, not only ... but also, notwithstanding, on the contrary, on the other hand, opposite, rather than, similar to, similarly, still, spite of, taller, though, unless, while, but at least, compare, conversely, even though, the one ... the other, regardless, whereas, and yet.

There are two diagrams that are very useful to show comparison and contrast.

Comparison Chart		
	Peasants	Nobles
Differences		
Similarities		
Conclusion(s):		



4. **Definitions:** A definition explains the meaning of something. In this writing pattern, terms are explained or defined to clarify their meaning. The writer may use a one-word synonym or brief phrase, or it may take several paragraphs. Often the extended definition tells what a word means and doesn't mean. Examples may be added to show its use in a particular subject. It is not unusual for the word to have a special meaning in a particular field that is different from common usage. It is used in what subjects? Where will you use the definition writing pattern in school and non-school settings?

   Words that often signal **definitions** are: is, is called, means, or, that is, although, but, despite, even, in other words, means, that is, while, and yet. Punctuation marks that show **definitions** are: commas or comma, appositive, dashes, and parentheses.

5. **Description/Explanation/Narration:** This writing pattern tells about or describes someone or something, often in great detail. Narration tells a story. The writing pattern could be an explanation of an idea. It is used in what subjects? Where will you use this writing pattern in school and non-school settings?

6. **Enumeration/Steps/List:** This writing pattern will list facts one after another. There are two general kinds of enumeration passages. specified which are lists of facts by numbering them. Unspecified are lists of facts in paragraph form where each fact is stated in one or more sentences. It is used in what subjects? Where will you use enumeration as a writing pattern in school and non-school settings? Where will you use steps in school and non-school settings? Where will you use lists in school and non-school settings?

   Words in a paragraph that signal **enumeration** are: also, before, finally, first, second, third, for example, for instance, in fact, letters (A, B, C), most important, next, numbers (1, 2, 3), previously, secondly, then, and to begin with.

7. **Following directions:** We use directions in numerous places. For example, we must follow direction: in recipes for banking a cake or making a pizza; for changing a tire and sewing a pair of pants; in a science experiment; and in tests and examinations. It is used in what subjects? Where else will you use following directions as a writing pattern in school and non-school settings?

8. **Generalizations/Drawing Conclusions:** A generalization passage always has a min idea. Most of the other sentences in the passage provide evidence for the main idea by either clarifying or extending. Some sentences explain the main idea by using examples or illustrations. It is used in what subjects? Where will you use generalizations in school and non-school settings? Where will you use the writing pattern of drawing a conclusion in school and non-school settings?

   Words in a paragraph that signal **drawing a conclusion** are: above all, as a result, because, biggest, consequently, finally, for these reasons, hence, in brief, in conclusion, in summary, last, so, therefore, thus, to end, at the end, final thought, and to sum up.

9. **Interpretation of Special Symbols:** Special symbols include abbreviations (U.N., sn. — sentence, sp. — spelling, approx. — approximately); equations as in mathematics, chemistry, and trigonometry; formulas as in mathematics and chemistry; geometric signs as in triangle, square, hexagon, and parallelogram; and ratio symbol. Your challenge as a learner is to learn what the symbols mean. What other symbols are there? Where else will you use special symbols in school and non-school settings?

10. **Problem Solving Diagrams/Interpreting graphics:** Often writers of textbooks and trade magazines use diagrams to explain an idea or steps in a process. Usually an explanation accompanies the diagram or graphic. It requires skills as a reader in interpreting the diagram and matching it with the written text. The diagram has to be read concurrently with the reading of the text. Sewing patterns usually follow this writing pattern. it is used in what subjects? Where else will you use problem-solving diagrams in school and non-school settings? Where will you use interpreting graphics in school and non-school settings?

11. **Sequence/Time**: Sequence refers to the order in which events take place. It can describe a continuous and connected series of events or the steps in a process. Sequence often infers that time is part of the pattern. Why is this necessary? It is used in what subjects? Where will you use the writing pattern of time and sequence in school and non-school settings?

    Words in a paragraph that signal **sequence** are: numbers (1, 2, 3), letters (A, B, C), finally, first, second, third, Roman numbers (I, II, III), most important, next, then, to begin with, and also.

    Words in a paragraph that signal **time** are: after, backward, as, before, finally, formerly, later, meanwhile, next, not long after, now, on (date — June 3), soon, subsequently, then, today, yesterday, tomorrow, ultimately, and when.

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Kinds of Reading

Shirley Chapman, Ph.D.
Assiniboine Community College

There are seven major kinds of reading. They are scanning, skimming, idea reading, exploratory reading, study reading, critical reading, and analytical reading. Each of these kinds of reading demand different reading skills and reading speeds. Learning to recognize when to use the seven kinds of reading and to judge their appropriate speed helps us become more effective and efficient readers.

- **Scanning:** Scanning is a rapid search for specific detail, e.g., specific T.V. program or telephone number, and word in a dictionary, or reading a newspaper article for the 5 Ws. Reading speed is approximately 1000 words per minute.

- **Skimming**: Skimming can be viewed as getting a rapid general picture or gist of some print material. Skimming is reading by signposts set up by authors, e.g., topic sentences, chapter titles, sub-headings, bold face or italicized type, and underlining. Having a good idea of what you are looking for before you begin to read by using these signposts will save you much time. You can decide if you need to read it, need to read the entire chapter, or what parts should be rad. It is an effective preliminary step to reading something more thoroughly. Skimming gives you an overview of what you can expect in the material. It is used to survey a chapter or book.

  Its reading speed is 800 words per minute or twice your average reading speed. Its expected comprehension rate is 40-60 percent. The learning of skimming has a positive effect on other reading speeds.

- **Idea Reading**: This is reading for the main ideas and can be done with the fast reading speed. The eyes move rapidly, catching large phrases at each glance. This may be the most difficult type of reading to master but it is most efficient. It is reading to locate the topic sentence, key sentences, and illustrative words and phrases. Idea reading allows you to make quick decision about the relative importance of different sentences and paragraphs. You recognize the author's clues and rapidly associate with ideas that you already understand that relate to the material. The suggested reading speed is fast reading at 350 — 800 words per minute.

- **Exploratory Reading**: Exploratory reading or general content reading involves reading for more detail than the previous three kinds of reading. This kind of reading is used for longer articles in magazines and textbooks, descriptive literature, and light fiction. When required to get an accurate picture of the whole presentation of ideas and to understand the new ideas, then choose this kind of reading. It emphasizes reading for important ideas, background material, relating them to other ideas in the material or to previous known knowledge. Its average speed is 250 — 350 words per minute and its comprehension rate is approximately 70 percent.

- **Study Reading**: Study reading is the kind of reading that readers must do to get a maximum understanding of the main ideas and their relationships. Students will use study reading for textbook reading, and professionals must apply it to contracts, legal papers, technical manual, and instructions. The content must be understood and remembered for the future.

  Reading is 5% reading and 95% thinking applies in this kind of reading. In this kind of reading, the previous four kinds will be involved. Preliminary skimming, exploratory reading, study reading, and thinking are necessary. Braking the whole into small parts, making notes, reviewing of the basic ideas, summarizing, and rereading are important components of study reading. Study reading has a suggested speed of 50 — 250 words per minute with a comprehension rate of 80 — 90 percent. Remember, study reading demands flexible reading so the speed of reading will vary according to the kind of reading used.

- **Critical Reading**: Critical reading is a different kind of reading than the previous five. Readers must be aware of the propaganda devices designed to sway our opinions or to sell us on some particular idea or product. Reading for possible bias or ulterior motives by its author are skills that a critical reader must hone. Inconsistent logic, false analogies, and emotionally loaded words are important to detect. Knowing the background of the author is important; does the author have an appropriate knowledge or expertise for the topic. A constant question to be asked while critical reading is, "What is the author trying to make us believe and why?"

  This kind of reading also will involve flexible kinds of reading and flexible reading speeds. Reading is 5% reading and 95% thinking also applies in this kind of reading. Slow thoughtful reading will be dominant and it sometimes takes several readings and several days.

- **Analytical Reading**: Certain sections of study material require a much more thorough kind of reading than those discussed above. A questioning mind seeking a complete understanding and clarification is needed in analytical reading. Reserved for this kind of reading are such topics as mathematical theorems and problems, scientific formulae, philosophy, theorems in economics, education, political science. Analytical reading demands intense concentration and deliberate thought. A slow reading speed is needed to deal with such sections adequately. it may take several days to finish analytical reading.

Conclusion: Learning when to use the six kinds of reading will take time to learn. It will take practice and an awareness of the kinds of reading needed for the selection. Included in this learning process is goal setting before starting, thinking about why you are reading, and changing reading speeds while reading. We must learn to recognize when to use the seven kinds of reading. Judging what types of skills and speeds will help us become more effective in our general use of reading time. We must streamline our reading skills to meet the needs of the time an the material to be read. this only comes with practice. Reading using the appropriate kind of reading involves us as active learner-readers.

Flexible Reading

Shirley Chapman, Ph.D.
Assiniboine Community College

Flexible reading means being able to vary the reading rate according to three factors. They are

1. The kind of material to be read.
2. The purposes for which you are reading.
3. The difficulty of the reading material for you.

Flexible reading is like driving a car or pedalling a bike. Your speed will depend on the condition of the road, other traffic, speed laws of the road, and your reason for travelling As a driver, you are constantly changing speed. As a reader, you need to change constantly your speed to meet the changing conditions of the reading material, purposes, and kind of material.

One mark of poor readers is that they have no rapid reading speed or average reading speed. They read using one speed — slow. They do not have an 80 — 90 percent comprehension because they are reading single words and not groups or phrases. Reading single words has several problems. Reading becomes boring. There is a loss of concentration, mentally drifting away, and a loss of the meaning of what is read. It is physically hard work.

One mark of good readers is their ability to adjust their reading speed to the type of material they are reading. They have a greater range of reading efficiency than poor readers. Good readers have a greater possibility for judging what types of reading skills to apply on various materials than poor readers.

There are five different speeds: scanning, skimming, fast reading, average reading, and slow reading. Each has its uses. Learner-readers need to know when they should scan, skim, fast read, average read, and slow read. The active, skilled reader changes reading speed often.

Scanning and Skimming rate	Reading only key words, phrases, and sentences. Or, quickly searching for particular information. A very fast rate useful for surveying and finding specific information.
Scanning rate 1,000 wpm.	Scanning is a rapid search for specific detail, e.g., a specific T.V. program or telephone number, word in a dictionary, a bus schedule.
Skimming rate 800 wpm or twice your average speed. Expect 40 — 60 comprehension.	Skimming can be viewed as getting a rapid general picture or gist. It is used to survey a chapter, or reading a newspaper article for the 5 Ws.
Fast reading speed. Reading speed 350 — 800 wpm. Expect 50 comprehension.	Pushing your normal reading rate fast on purpose. Useful when you are reading for main ideas, for review, or exploratory reading.
Average reading speed. Reading speed 250 — 350 wpm. Expect 70% comprehension.	The rate at which you normally read material of average difficulty. useful when you want to know details and main ideas. Used in study reading and maybe used in critical and analytical reading.
Slow reading speed. Reading speed 50 — 250 wpm. Expect 80 — 90% comprehension.	Reading more slowly and deliberately than your average reading rate. Useful for difficult/technical reading, critical, and analytical reading.

There are four myths about fast readers that are false.

- Words must be read one at a time. We read groups of words and not single words. Groups of words have meaning, single words do not have. Slower readers have to do more mental work than faster readers. They have to add the meaning for each word to the meaning of each preceding and following words. Their eyes must work harder because their eyes stop for each word. Faster readers see groups of words, therefore, gaining more meaning and their eyes work less. For example, slower reader's eyes will stop 500 times per page while faster readers' eyes will stop 100 times per page.

- Reading faster than 500 words per minute is impossible. Faster readers can read as many as six words per fixation (stop). They can make four fixations a second that means it is possible to reach speeds of 1,000 wpm.

- The faster reader cannot appreciate what they read. Faster readers will understand more of the meaning, can concentrate on the material, and will have more time to reread parts of special interest and importance.

- Higher speeds give lower concentration. The faster we read the more impetus we gather and the more we can concentrate. Our mind is not bored waiting for the next word to be read or rereading for understanding.

Notice that as the reading speed increases, the comprehension decreases. Thus when choosing a reading speed, you must be certain that the comprehension level of the chosen speed is appropriate for: the material you wish to read, the purposes for which you are reading, and the difficulty of the reading material. Be willing to change your reading speed as the material changes in difficulty.

Why should you want to increase your reading rate?

There are five major reasons for learning to become a flexible reader. They are

- **Saves Time:** Learning to become flexible reader will add time for you to do other things in a day. You can do more in the same amount of time. A flexible reader is more efficient.

- **Aids memory:** When you are flexible reader, you are thinking about what is important and setting a framework for it, you are much more likely to remember it.

- **Improves comprehension:** Slow readers do not comprehend as well as readers of similar ability who are flexible readers. Slow readers can't interrelate information as well as flexible readers. Often slow readers do not enjoy reading for pleasure because it takes too long and takes too much effort. Reading slowly is physically hard work.

- **Focuses attention:** Flexible reading is directed. As a flexible reader you are an active reader, making decisions about the kind of content, difficulty of the content, and the reason for reading. You can focus your effort on what is important. You are actively involved in learning.

- **Successful assignment:** Flexible reading is the most feasible way to complete assignments more successfully.

Uses of scanning:

- Scanning to locate specific information in an article, chapter, or book, e.g., a specific date, three causes, a person's name, and a name of an event.
- Scanning the index for specific headings or data.
- Using the card catalogue or computer catalogue for locating material on your subject.
- Scanning can be used for checking bibliographies in textbooks for further resources.
- Reading a television guide, bus or plane schedule.
- Locating a word in a dictionary, or a number in the telephone book.

Uses of skimming:

- Skimming can be used to survey a chapter, article, book quickly. This allows you to decide what part or sections are useful or interesting to you or if you should read it at all.
- Using the card or computer catalogue to narrow your topic or choose the best resources.
- Skimming the book's index and table of contents and skimming the entries to find the information you need.
- You can use skimming for background information and main ideas in the textbook chapter, or article.
- Survey a chapter or textbook before study reading, e.g., TSQ5R.
- Skimming can be used to get information from material you otherwise would not read. it is a way of keeping informed without taking the time other kinds of reading demand.
- Reading the course supplementary reading material.It is useful in building up a fund of reference information from many sources, e.g., reports from other fields, articles in journals, magazines, and newspapers.
- If you have the habit of skimming large amounts of material, you will invariably come across materials that are of great importance or interest. Skimming gives you the opportunity to read what otherwise you might not come across.

How to skim read:

- Scan the article for reading, subheadings, bold face or italics words, pictures, graphics, and charts. If the material you are skimming has a series of questions at the end, read them. This will give you reading objectives.
- Begin by reading the first one or two paragraphs at your fastest average rate. leave nothing out. this will give a grasp of the main idea of the content, author's style, and tone or mood. You will have a general picture.
- Second, skim the rest of the article. To skim read at 800 wpm, you need to locate an read the key sentence in each paragraph for the main idea and a few facts, names, or numbers. Knowing the location of topic sentences in paragraphs will be helpful. If the paragraph does not have a topic sentence, then you will have hunt for several phrases or part sentences that give the main idea. Practice skimming until you can read twice your average normal speed or 800 wpm.
- Often the final paragraph summarizes, so it may be worthwhile to read it more carefully.
- Answer any questions after the material without referring back to the material. With practice, this will become easier.
- Other methods that can be used to check your comprehension of 40 — 60% are: make up a few simple questions yourself, write a paragraph giving the main points, or having oral questions or class discussion on the passage skimmed.

If you have access to **hm Study Skills Program**, Level III, Student's Text and Teacher's Guide, they have several exercises to further help learner-readers become flexible readers.

See Appendix: Kinds of Reading and TSQ5R for further information.

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Note-Taking and Note-Making

Shirley Chapman, Ph.D.
Assiniboine Community College

Teachers often assume that students know how to take notes but they often do not know how. Students will begin their notes at the top of the page and write on every line. They begin each idea with a dash with no indication of what is more important or less important. They try to write every word the teacher says. Too often they write nothing, very little, or just copy whatever the teacher writes on the chalkboard. It is time for teachers to teach students how to write notes whether it is from a textbook, for research notes, or from listening to someone.

There is a distinction between note-taking and note-making. Note-taking is a term used to denote notes made during the listening process. Note-making is a term used to denote notes made during the reading process.

The purpose of this material is designed to

- prevent several general suggestions of how to take notes
- present several note formats that are both hierarchial and non-hierarchial.

Why take notes? Note-taking and note-making helps learners in four ways.

- Figuring out what are the important ideas and details. By writing them down, learners will learn the ideas.

- Organizing the information makes it easier to remember and to comprehend. Writing it down will decide if the information is understood.

- To hold attention. Taking notes while listening will keep learners actively involved in listening and learning. Making notes while reading has the same effect.

- Use notes a week or a month later to study for tests.

The three stages for note-taking and note-making. They are

- Preparation stage.
- The recording stage.
- The reviewing stage.

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Prerequisite for Note-Taking and Note-Making

- Look or listen for the main idea of the passage.
- Look or listen for more than one main idea if the passage is long.
- Look or listen for important details that support the main ideas.
- Look or listen for minor details that tell more about the important details.

Steps in Note-Making While Reading

Refer to the TSQ5R process for additional information.

1-5 Think, Survey, Question, Read, and Recite

6. Make notes: Select the making note tactic that best fits the content and the learner's use of the material. Read a whole section before starting to make notes. Follow the guidelines set later in this document. Learners should try to spend 80-90% of their time reading and only 10-20% of their time writing.

7-8 Review and Reflect

Steps in Taking Notes While Listening

There are three major areas

- preparation for listening
- listening and take notes
- after listening

Preparation for listening

Listening includes lectures, presentation, films, tours, and any other oral presentations.

- Prepare to listen by becoming familiar with the material to be covered. For example, read the pre-lecture assigned readings before the class or event.

- Review notes from the last class the evening before.

- Figure out the purpose of the oral presentation. This may be by looking at the course objectives, reading the chalkboard, reading the handout, or listening to the speaker.

- Use self-talk: Build a positive frame of mind. Listener-learners should prepare themselves for listening and for learning. "I choose to remember what I learn today." "Stop thinking about ___________, I need to pay close attention to Mrs. Raft." "I will remember this information." "I can understand and learn this information." "I am interested in this topic."

Listening

This topic has three sub-headings: listen actively, listen for clues, and be selective.

- Listen actively
  - Be an active listener. Try to make sense of what the speaker is saying. Try to connect what she/he is saying with what the listener already knows. This is called scaffolding.
  - The listener should imagine (visualize) what the speaker is saying. Visualization can take several forms: of visual pictures, of drawing (kinesthetic), or silently talking to oneself.
  - Before beginning to take notes, think about how the speaker is organizing the information. Select the most appropriate method of note-taking. Be flexible and change the tactic if required. Use more than one note-taking tactic, if required.
  - Listeners should try to spend 80-90% of their time listening and only 10-20% of their time note-taking.
- Look for clues to important points.
  - Listen to the elaborations the speaker provides about the key material. Elaboration consists of examples, illustrations, visuals, and explanations.
  - Recognize that repetition of information by a speaker usually is done for emphasis.
  - Listen and watch for all material presented in alphabetical or numerical order. First, the speaker is telling the listener that she/he isa bout to make a series of points. Second, she/he is informing the listener that these items of information are important.
  - Listen for changes in the tone or volume of the speaker's voice. Some speakers underline key material with their voice by changing the pitch or volume of their presentations. "Tune in" to the important material.
  - Pay attention to the gestures that punctuate important material.
  - Watch for pauses or dictation that allow the listener to write something down.

- Consider written information on the chalkboard/overhead as important material and could be tomorrow's examination material. Often, it is placed there for emphasis and explanation. Write it down. Remember it.
- Listen carefully when an instructor elaborates on core material and then write it down briefly into listener's notes.

- Make the notes easy to use.
- Be selective as to what is written in the notes.

After Listening Use the Five Rs

- Record

  Learners already have written a set of notes. Now they should edit them. When time permits, read the notes and fill in any gaps or scribbles. Elaborate with further examples, drawings, and explanations. Add symbols, colour, and underlining to show importance.

  On the back page of the notes, write questions about what is not understood and what the learner still wants to know. Write possible review and test questions. Add personal comments. Write applications for this information. How can this information be applied to other school settings and to non-school settings? How does this information "fit" with previous known information? Personalize it.

- Reduce

  Pick out the key words, concepts, short phrases and summarize them in a format that best suits the content. Choose from one described here or create a new one. Reduce the set of notes to one page using mapping or diagramming.

- Recite, Reflect, and Review

General Hints about Note-Taking and Note-Making

This section is divided into two major headings: Making notes easy to read and to use; and Be selective in what is written in the notes.

Make the Notes Easy to Read and to Use

- Looseleaf paper so handouts, diagrams, and visuals can be added.
- Store notes in a binder so that they can be added to and re-organized.

- Write a table of contents with dates, topics, and number of pages for each topic. This is a continuous process throughout the course.

- Begin a fresh page for every new topic or class.

- Date and number the pages in the same place on note paper.

- Write on side of the loseleaf paper only. Use the other side to ask further questions; to add comments, additional information, and examples.

- Use diagrams, charts, graphs, flow charts, and pictures. Label them carefully. Copy those used by the speaker and the writer.

- Develop own forms of shorthand and abbreviations. Be consistent in their use. Avoid using them only once because it will be difficult to remember them later. There are several formal abbreviations that can be learned.

- Write a legend of abbreviations and shorthand symbols used in the course. Place them on the page after the table of contents. This is a continuous process throughout the course.

- Use symbols to mark important ideas and to organize the notes, e.g., *, =, ?, /, numbers (1,2,3), and letters (A,B,C).

- Select and set out headings and subheadings, with bullets, numbers, or letters depending on the note tactic used.

- Skip lines to separate topics.

- Leave lots of room for adding supplementary notes later.

- Write legibly. Never recopy. Edit or summarize but never recopy.

- If required by the content, change the form of the notes. More than one tactic can be employed in a set of notes. Be flexible.

Be Selective in What is Written in Notes

- Use only key words and phrases and not complete sentences. Make each phrase meaningful.

- Be aware for irrelevant digressions by speakers — leave these out of notes.

- Select the main ideas and write them down. Notes are personal and only owner must make sense of them.

Examples of Note-Making and Note-Taking Tactics

Note-making and note-taking can be divided into two major categories, hierarchial and non-hierarchial. This is not a complete list of the various kinds of notes that are possible but it is a substantial list. The first six tactics are primarily left-hemisphere dominant while others like the mapping tactics are primarily right-hemisphere dominant.

Hierarchial Notes

Hierarchy is a system of arranging persons, events, or things in a graded order. It is a series of ordered groupings within a system. Using hierarchial notes includes the organizing and categorizing of information. Categorizing is the dividing and classifying of information. The following tactics are organizational processes base don hierarchy.

- **Outlining**

Outlining is a formal hierarchial system. It identifies main ideas, sub ideas, details and their relationship to each other. Outlining is a sequential and lineal process that use the left hemisphere of the brain. It is very especially appropriate for sequence of events and processes.

One of disadvantages of outlines is the writer must know the organizational patterns before they begin writing. If there are additions or changes, the outline must be rewritten. Write outlines in either complete sentences or in point form but the entire outline must be written in same form. In outlines, the use of space shows the change in hierarchial data. Thee is no need for underlining, wavy lines, or colour.

There are three major types of notations used in outlining. The older system of indentation uses numbers and letters. The second only uses numbers. In two of he types the information closer to the left margin is superordinate (above in importance). As the information becomes of lesser importance, it is written further from the left margin.

Four Possible Formats

The first format shown below allows for more information to be written in the outline than the second format. Often the second model is very adequate for outlining a paragraph. The writer's chosen format will depend on the information that is to be outlined and personal preferences. The third format is an example of the non-indented type. A fourth form is a number type that is indented similar to the standard outline — format one.

Format one: Standard outline

- I. Major concept, major idea, major topic, or main topic
  - A. Major detail or supporting detail
    - a) minor detail or explanatory detail
      - i) smallest detail or further support. Often it is an example.

Format two

- II. Major topic
  - A. Manor concept or idea or major topic
    - 1. Minor concept/idea or topic
      - a) Supporting detail

  - B. Major topic

Format three: A non-indented number system of outlining

1.0 Major topic
1.1 Subtopic
1.1.1 Supporting detail
1.1.1.1 Explanatory detail
1.1.1.1.1 Further support. Often an example.
2.0 Main topic

Format four: An indented number system of outlining

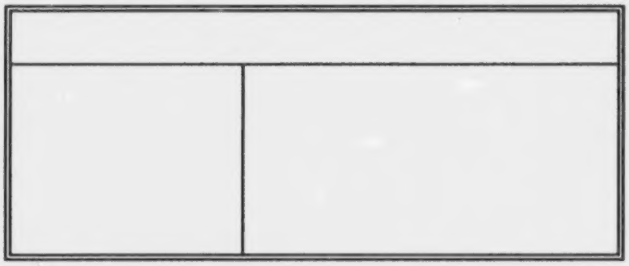
- 1.0 Major topic
  - 1.1 Subtopic
    - 1.1.1 Supporting detail
      - 1.1.1.1 Explanatory detail
        - 1.1.1.1.1 Further support. Often an example.

- 2.0 Main topic

- **The Cornell Method**

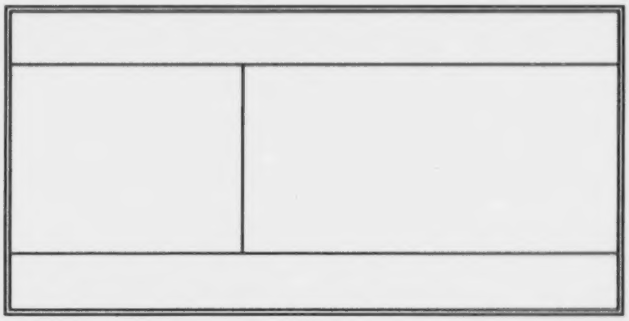
On top of the page of looseleaf paper write the following information: name of the course, the title of the chapter or class topic, date, and page number. Construct a lopsided T on the page. Draw the horizontal line of the T from one side of the page to the other. Draw the vertical line of the T one-third the distance (2 and a half inches) from the left side of the page to the bottom of the page. This divides the page into two unequal parts.

The left side is designed for general headings and major ideas while use the right side to list specific points of detail. Referring to the outline pattern, reserve the left side for major ideas and the right side for the rest of the information.



- **A Cornell Variation**

This is a variation of the Cornell method. On top of the page of looseleaf paper write the same information. Divide the sheet of paper into three sections by drawing a lopsided T. Draw the vertical line to within 2 inches from the bottom of the page. Designate the third section at the bottom of the page for reflections.



- **The Brown Method**

This tactic looks very much like a formal outline. On top of the page of looseleaf paper write the following information: name of the course, the title of the chapter or class topic, date, and page number.

Divide the sheet of paper into three horizontal columns: draw the first margin 3 cm. from the left edge of the paper and the second margin 6 cm from the left edge. Draw the third margin down the centre (11 cm) of the page. Number the four sections starting from the left of the page.

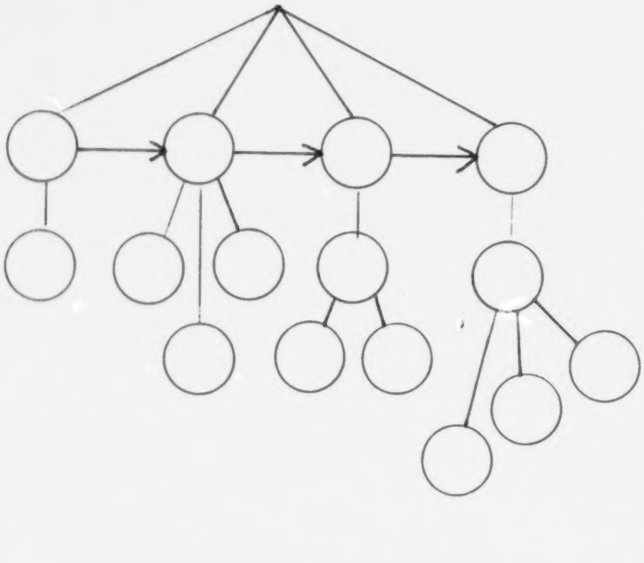
Treat this tactic like the outline. There is no writing in the first section. Write the major topics in the second section, the subtopics in the third section, and the evidence, facts, quotations, details and examples in the fourth section. If the notes need a second line, it begins in the same section as the first line.

1	2	3	4

- **Graphic Organizers**

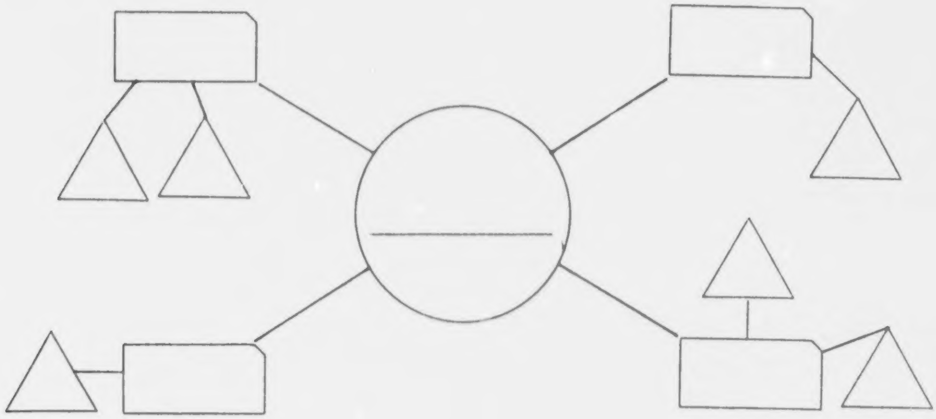
A graphic organizer is a process that allows individuals to work within a formal hierarchial framework. They are hierarchial charts that displays concepts, key ideas, and examples. There are three levels of hierarchy in graphic organizers: superordinate (concept), coordinate (main ideas), and subordinate (details and examples). Graphic organizers begin at the top of the page with the major concept or topic and progress down the page as the information becomes more detailed.

Graphic organizers can be used in several ways, for example, in textbook note-making; comparisons and contrasts; levels of government; departments or levels of government; and concepts in mathematics, social studies, science, and language arts.



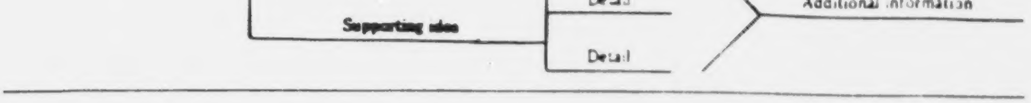
- **Diagramming with Symbols**

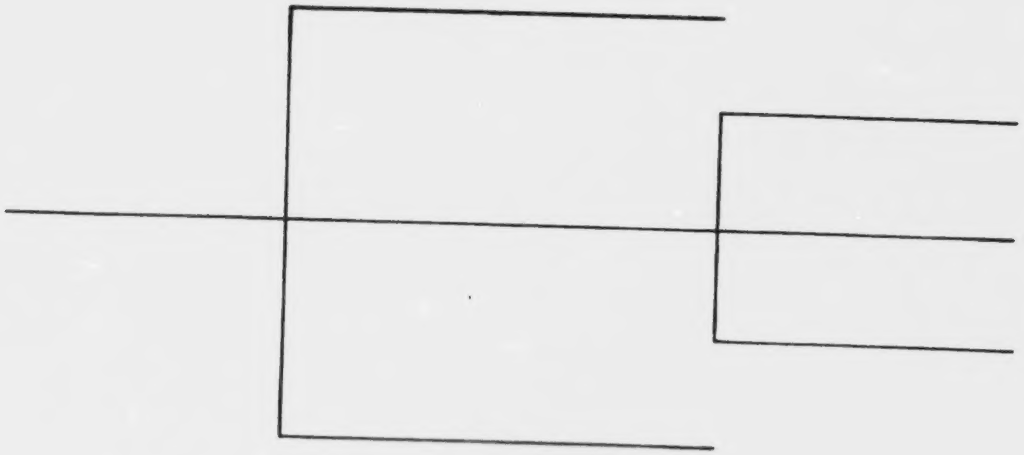
Diagramming with symbols is a variation of graphic organizers. It is really a picture of information or pictorial way of writing notes. In diagramming notes, the shape of the diagram shows the relationships in the information. Instead of using numbers and letters that outlines or the above diagramming tactic use, mathematical symbols show the hierarchy of information. For example, circles can be designated as major ideas, triangles for large details, and squares for smaller details or examples. Diagramming can be presented from the top of the page down or from the centre of the page.



- **Ladder Format**

A ladder format is an outline that is on its side or horizontal position without the numbers or letters. Because it uses lines and not numbers and letters, you can add to it more easily. It is very easy to see and memorize because the details do not get lost down at the bottom of the page. Relate this format to the graphic organizer.


Detail
Supporting idea
Detail
Additional information
Detail
Main idea
Supporting idea
Detail
Detail
Additional information
Supporting idea
Detail



- **Mapping**

Mapping is another hierarchial system. It can be viewed as a road map. Road maps do not display all the details of the road nor does mapping. You connect all roads to places in a map and you connect all lines to information in mapping. Both show relationships and interrelationships.

Writers use several different labels for this process, for example, webbing, mind mapping, clustering, and concept mapping. If the term webbing is used, the image that comes to mind is a spider's web. All parts of the web are related. Both images, the road map and the spider's web, are useful analogies. Generally, if the mapping is not planned, it is mind mapping or mind webbing. If the mapping is planned, it is concept mapping.

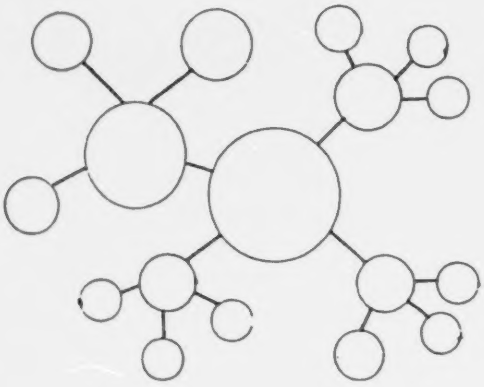
Mapping has many uses. Use mind mapping for brainstorming. We can use mapping in note-taking or note-making, studying, planning, pre-writing, scaffolding, reflecting, and remembering. They can be used to show patterns, problem-solutions, cause-effect, chain of events, similarities and differences, and categories.

There is no right or wrong way to map. The mapping picture is figured out by the creator and the content. Since mapping shows how the information is understood and related, it also will show if these relationships are incorrect. Relationships can be evaluated by teachers but the shape of the mapping cannot be evaluated.

Write ideas on mapping as single words or short phrases, abbreviations, symbols, and pictures. Information can be written within circles, squares, triangles, and ovals. The lines joining the data can be single, double, dotted, coloured, and wavy. Use different combinations in a single map. Colour is an important feature for right-hemisphere dominant people. Data can be added to the map at any point during or after the initial writing of it. It is a very flexible tactic. Mapping is very personal and a very creative thinking activity.

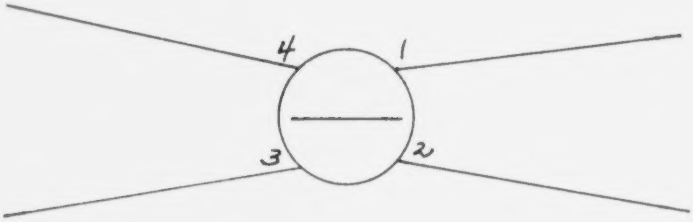
How to map

- Read the whole section or begin listening to a speaker to figure out the major theme.
- Decide what the main idea is and then write it in the centre of the page. draw a circle or oval around it.
- Write the subtopics or secondary ideas and connect them with lines to the main idea circle. Circle each of them.
- Write the details and connecting to the sub-topic/secondary ideas showing what relationship(s) exists. This may include examples. It is possible that each of these words also will be circled.
- All information must be connected by lines to other data in a way that makes sense to the writer. Relate information in more than one way by using other kinds of lines (coloured, double, wavy).
- Use colour, symbols, abbreviations, and pictures. Often symbols and pictures are more meaningful than words.
- Use single words or brief phrases.
- Write the title at the top of the page.



- **Mapping with Numbers**

Use this method for note-taking that is organized in a sequence. Number the supporting details in sequence on the map.

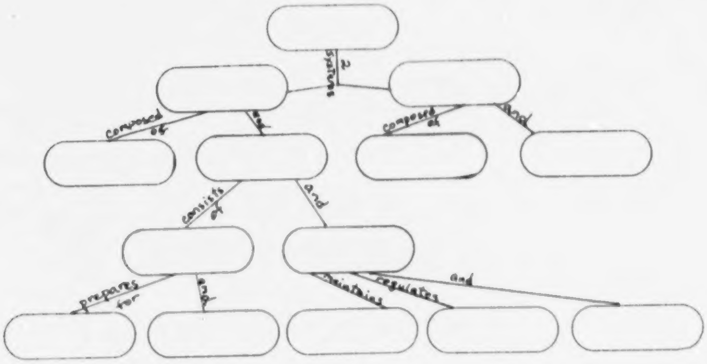


- **Mapping with Connecting Words**

This method adds one feature to mapping. On or beside the connecting lines write a word that explains the relationship, e.g., cause, effect, lead to, and example. This method will tell the reader what the relationship is between the connecting lines.

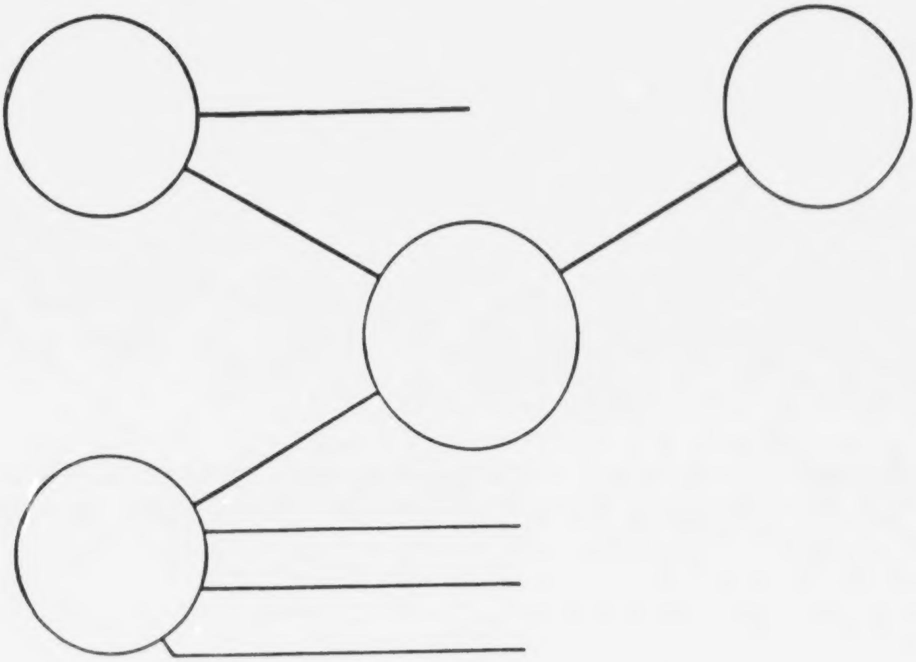
Mapping and diagramming are emergent methods that give the user opportunities to discover the organization of ideas and information as they emerge. This can be done while the writer is reading, watching, listening and thinking.

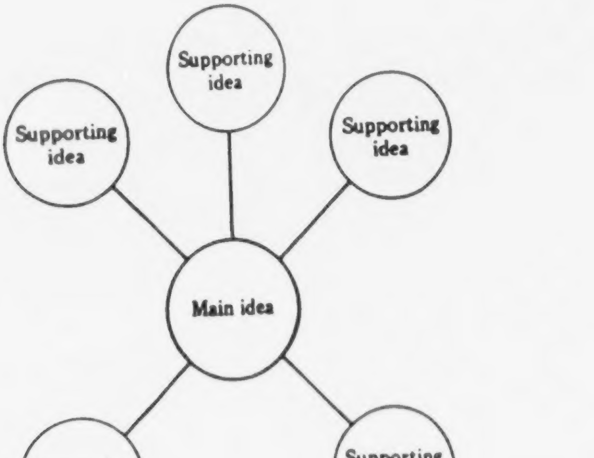
Because right hemisphere dominant people often see mental pictures and images clearly, mapping is a very important tactic to learn. For further information refer to the bibliography after this document.


2 stations
composed of
and
composed of
and
consists of
and
prepares for
and
maintains
regulates
and

- **The Ferris Wheel**

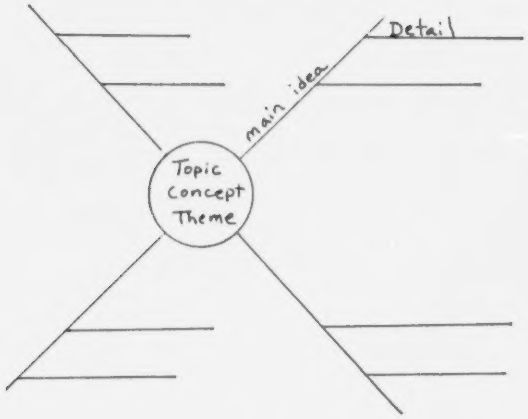
  The Ferris wheel is a variation of mapping. This format provides for high-speed note-taking in a way that other formats do not. You can return to it and number the supporting ideas and add details to make the notes clear after the lecture ends. Colour also can be added.




Supporting idea
Supporting idea
Supporting idea
Main idea
Supporting idea
Supporting idea
Detail
Detail
Detail

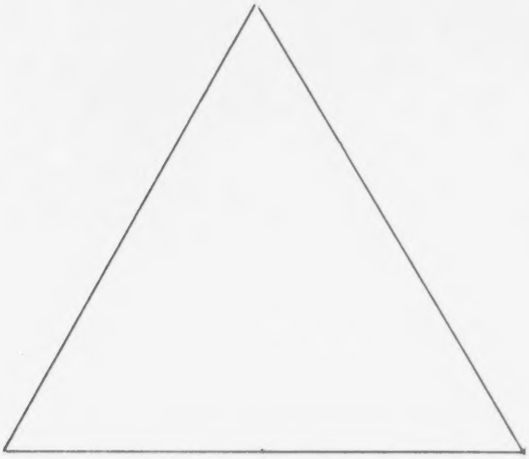
- **Spider Map**

Use the spider map to describe a thing, concept, or proposition with support.



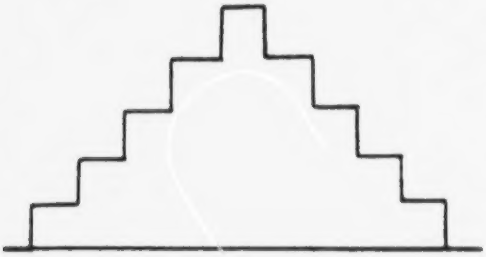
- **Pyramids**

House a hierarchy of data in a pyramid and title it. A series of pyramids can be joined with lines to show relationships. The title of the interrelationship will either be written in the centre of the page or at the top of the page. For example, political leaders, leaders of power, my favourite holidays or foods, and things that give off heat. It also is possible to diagram a single pyramid,e.g., levels of government and Maslow's Pyramid of Human Needs.



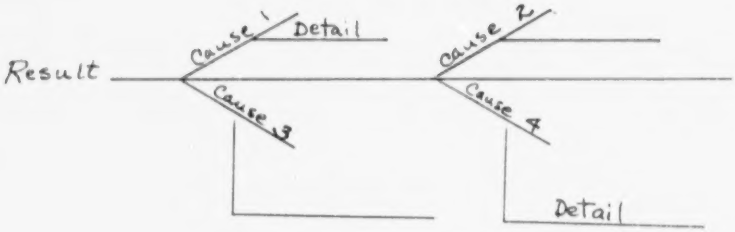
- **Step Pyramids**

  A hierarchy of data that shows reaching to the top is a series of steps is labelled a step pyramid. For example, becoming a chief of police requires a series of steps that includes joining the police. The steps of a person going to jail begins with committing a crime.



- **Fishbone Map**

  Use fishbone maps to show the causal interaction of a complex phenomenon or complex event.



Non-Hierarchical Tactics

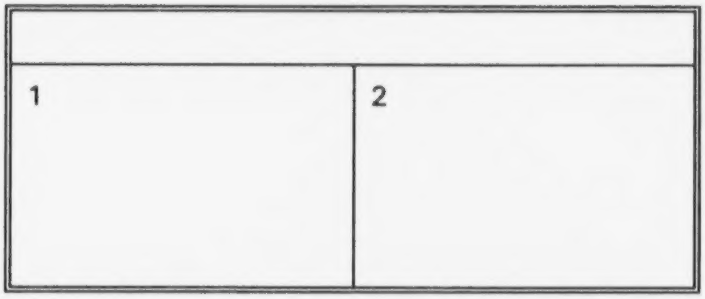
There are many types of information that are not hierarchical. Described below are several note-taking or note-making tactics.

- **Summary**

  A summary is a brief version of the original reading, discussion, lecture, or print material. Write summaries in sentences and paragraphs. Use own words, except technical terms and quotes.

- **The T Method**

On top of the page of looseleaf paper write the following: date, name of the course, the title of the chapter or class topic, date, and page number. Draw a horizontal line like the top of a T across the page. Draw a vertical line down the centre of the page from the top to bottom. this will divide the page into two equal sides. Treat each side as though it was a complete page. The left column is page one. Write only in the left column from the top of the page downward to the bottom of the page. Begin again at the top of the page on the right side of the line. It is possible to get two to three times as much material on side of a sheet of paper than using the paper as usual. The outline format is effective when using the T method.



- **Research Note-Making**

This tactic is useful when research is required for an assignment. Begin by writing a series of pre-questions that the research topic requires. This will not be a complete set of questions but it will focus the research. As the research progresses, some questions may not be useful so disregard them while other questions may be generated by the research. Add them.

Turn the page so that long side is facing the writer. Divide the page into three sections. draw two lines: one 6 cm from the left edge and the second 19 cm from the left edge. Label the three sections: Question, Answer, and Sources.

Assign one question per page. Write the question int he first column, the answer to the question in the second, and the source(s) of the information in the third. Researcher-writers must use their words. Follow the same suggestions for note-making as listed above.

Write a complete biography and page number(s) in the source column. If the source is used for more than one question, the first author's last name is all that is required. As the page changes, note it in this column directly opposite the appropriate information. Leave a space or draw a line between each source.

The questions can be used to organize the final product. They can be turned into statements or left as questions. This tactic

- provides a specific question to research.
- provides a possible organizational pattern for the finished product.
- allows a researcher an easy way to return to the sources if there is a need, e.g., more formation, can't read own writing, check spelling.
- provides a bibliography.
- is flexible. Adding questions as the researcher encounters them is easy.
- easily eliminates useless questions. If any of the answers need more than one page, add a page.

Q	Answer	Source

- **Personal-Use Note-Making Method**

This method is useful for: keeping minutes, making a budget, preparing interview, noting news for letters, planning work schedules, making and recording appointment, recording telephone messages, keeping a calendar of social activities, recording income tax data, developing a journal or diary, organizing event, and recording car repairs.

Divide the sheet of paper into equal halves. Write the facts in the right column and the commentary on the left.

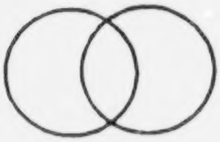
- **Comparison Chart**

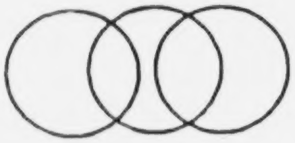
Use comparison charts to distinguish similarities and differences. Each comparison chart should have a conclusion or summary statement written at the bottom of it. Comparison is an analysis thinking level and conclusion or summary is an evaluation level of thinking.

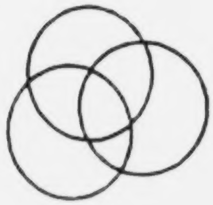
Comparison Chart		
Differences		
Similarities		
Conclusion(s):		

6. Venn Diagrams

The Venn diagram consists of either two or three circles that overlap. It is used to show a comparison of either two or three ideas. The parts of the circles not intertwined show differences. The overlapping of the circles show similarities. this visual comparison is especially useful for visual learners and right-hemisphere dominant learners especially if colour is added.

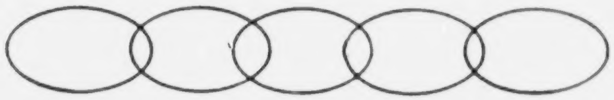






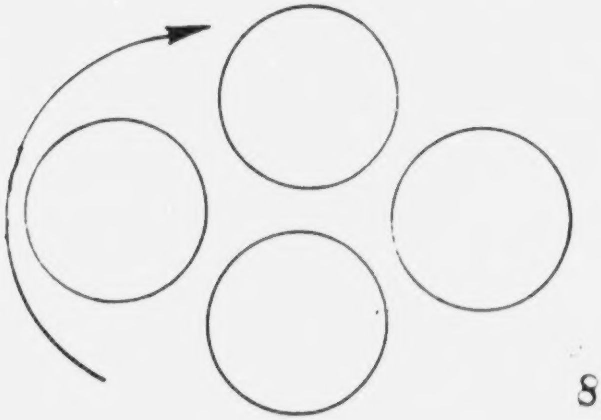
- **Chains**

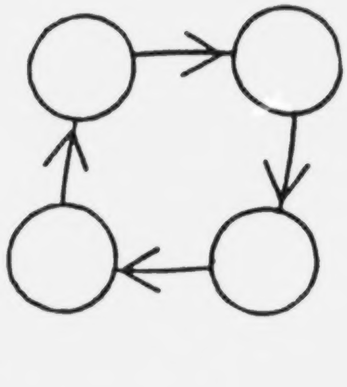
A chain is a sequence of events that are not repeated. Diagram the information as links in a chain. Each link contains data. For example, a bank robbery where one event leads to another event, children playing with matches causing a fire, progress of political leaders to greater power, and moving through the education system.



- **Series of Circles**

A series of circles showing a cycle. Draw a series of circles in a circle. each circle will contain data. For example, the life cycle of plants, the seasons, sports played over a year, holidays, and the process of studying, note-taking, remembering, and problem solving.





- **Groupings Placed in a Box**

Grouping of information that is not hierarchical in nature. House each group of information in a box. Title each box of information. Join each box of data with connecting lines that show relationships. Select a unifying title. For example, boxes listing mammals, fish, dogs, jobs, holidays, or books. Call this a summary chart. Use them to summarize a unit, a chapter, and a topic just studied.

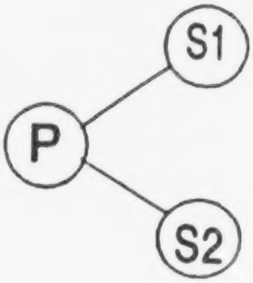
Handicaps, Types of

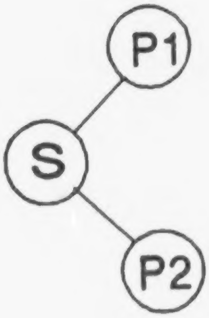
speed
size
distance
limited practice
time

Balls, Types of

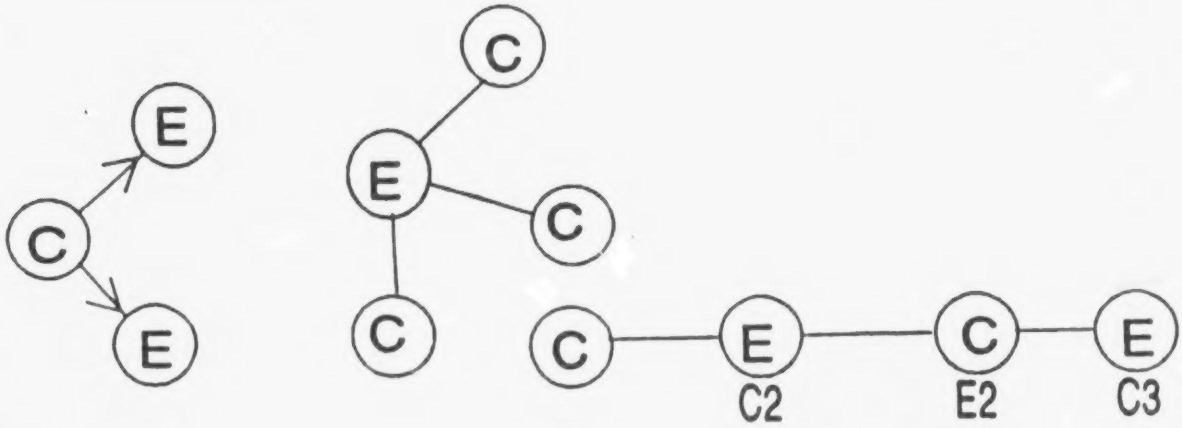
whiffle
croquet
football
basketball
tennis
frisbee
volleyball
soccer
NeRF

- **A Problem with More than One Solution**





- **Chain of Events**



Other tactics that can be used for notes are: timelines, graphs (circle, bar, line, pictographs), charts (flow, tree, stream, comparison, time, sequence, process, organization, summary, retrieval), tables, maps, pictures, and illustrations. What are others?

Flexibility of Notes

Everyone can be taught the various types of notes regardless if they are auditory, visual, or kinesthetic or left or right-hemisphere dominant learners. The particular note format used is determined by the content and the reasons for the notes. For example, a class discussion may be easier to map because there is no organization in a class discussion. Comparisons are more effective using a chart or Venn diagram. Note-taking and note-making are not the particular method but the usefulness of the notes to the learner.

The more note tactics that learners can use and know when t use the more empowered they will be. Encourage learners to become flexible learners. Flexibility is a key to the 21st Century.

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About Memory

Shirley Chapman, Ph.D.
Assiniboine Community College

Lorayne (1990: 20) in his book **How to Develop a Super Power Memory** states that "habit is memory." He claims that there is no such thing as a poor memory. "All knowledge is based on our memories." Plato said, "All knowledge is but remembrance."

There are two levels of memory: short-term memory and long-term memory.

- Short-term memory (STM) is what you keep in your attention in the moment. Most people can only remember seven (plus or minus 2) different things in their short-term memories. Sometimes this is called the working memory. Because this memory has a limited capacity, it is lot unless it is rehearsed and learned. It can be transferred to the LTM.

- Long-term memory (LTM) is what you know and can remind yourself whenever you choose to do so. There are four strategies for effective knowledge storage and retrieval. They are:

    - Select (reduce)
    - Organize
    - Associate
    - Rehearse (review)

There are seven major ways to move information from the short-term memory into the long-term memory. They are

- **Grouping information**. To group information is to organize it so that details are joined under the main idea or category that connects them. First, the learner groups the information. Second, the learner selects an organization scheme so that the groups can be learned, e.g., mnemonics, outlining, or mapping in its various forms. By grouping, learners will recall the organizational scheme and then its individual components. Other names for grouping are: chunking; selecting; reducing; clustering and labelling; and categorizing and labelling. (See Appendix: Mnemonics for information on chunking.)

- **Visualization**. To visualize information is to see an image or picture of it in the mind's eye. For each major concept that you want to remember, create a mental picture. Look at it for a few seconds. Likely you will remember it if you have seen it clearly. Visualization can bae learned with practice. For example, seeing a mental picture of an idea or event or an image of mapping notes. Also known as imagery.

- **Review.** There are several steps in an effective review. The following review process will transfer the short-term memory to the long-term memory. Review acts like a snowball, the more you remember the more you can absorb and handle. Soon it will be self propelling.
  - The first review should take place about ten minutes after the learning period for ten minutes. During this review, notes should be revised, modified, and added to. the first review ill be effective for one day.
  - The second review should take place the following day for two to four minutes. Do not refer to your notes. Jot down on a piece of paper everything that can be recalled. Check against your notes making corrections or additions. Mapping can be used for this process.
  - A week later, the third review should take place for two minutes. Use the same process as above.
  - The fourth review takes place a month later for two minutes. Use the same process as above.
- **Rote/Repeating information.** To repeat information is to put the information in one's own words and over learn it by retention. Say it to self so that it can be heard. Repeat it while showering, while waiting for a bus, or while waiting for an appointment. Repetition moves the data from the STM to LTM. Use mnemonic aids. Use cue cards. Say it. Write it. Visualize it. Diagram it. Map it. But do it.
- **Choosing to remember.** Be interested. Pay attention. Want to learn and remember. Consciously choose to remember. Force yourself to want to remember. Have the confidence that you will remember. Self-talk, e.g.,"I choose to remember what I learn today." There are four steps to this process. Choose to remember. Visualize. Relate. Repeat.
- **Scaffolding/Relate Information.** Relate new ideas and information to each other and relate already known ideas and information to the new knowledge. When approaching a new learning situation, recall all previous knowledge. Relate the new to the previous information by adding to it, changing it, or modifying it. Personalize it.
- **Understanding It.** Learning through understanding involves remembering by understanding the relationships among ideas and information. Look for patterns, e.g., cause/effect and comparison/contrast. What are the other nine patterns?

Four keys to remember are:

- Choose to remember
- Visualize
- Relate
- Repeat

Learners should be taught how to remember and what to remember. There are six major memory tactics in the memory process. They are: rehearsal, elaboration, organization, comprehension monitoring, affective, and academic. Each has several sub-headings.

All should be learned but learners should be aware of their learning style strengths and develop those that best reflect their learning styles. Visual learners should draw diagrams and charts or create mapping. Visualization is very important to them. Auditory learners learn best by listening. They should read information aloud or tape it and replay it. Kinesthetic learners learn best by doing. They need to find ways to learn actively. Learners should become flexible learners, learning to use all the styles of learning. Sometimes the style will be chosen depending on the task and content.

A. **Rehearsal Tactics:** Rehearsal tactics include rote memorization, underlining, and summarizing.

  - Rote memorization. To repeat information is to put the information in own words and go over it repeatedly. Use mnemonic aids. Use cue cards. Visualize it. Write it. Say it. Diagram it. Map it.

  - Underlining. Underlining important points in a text is an important skill. Effective underlining is knowing that no more than 10% of a page should be underlined. So choose carefully what is important.

  - Summarizing. Summarizing requires learners to put into their words the main ideas to be learned. Limiting the length of the summary forces learners to identify main ideas.

B. **Elaboration Tactics.** Elaboration is expanding information by adding something to make learning more meaningful to what is already known. The tactics include using imagery, mnemonics, questioning, and note-taking.

  - Imagery/Visualization. Imagery is forming a mental picture to link with what is to be remembered.

- Mnemonics. Mnemonics is the art of remembering. The mnemonics device is a way of remembering more efficiently by making to-be-learned material meaningful and relating it to the information already known. They include: acronyms, acrostics, chunking, keyword, link method, loci method, peg method, and rhymes. (See Appendix: Mnemonics Tactics for further information.)

- Questioning. Questioning requires learners to stop periodically as they are reading or studying and ask themselves questions. These questions should address not only the lower order questions but also the higher order questions. How does this information relate to what I already know? How does this information relate to what the author discussed in the preceding chapter (synthesis)? How can this idea be applied in a school setting, or non-school setting (application)? We should not assume that learners know how to ask good questions. (See Appendix: Questioning for further details.)

- Note-taking. Note-taking is another elaboration tactic. Note-taking should not be rote-copying. (See Note-Taking in the unit and the Appendix: Note-Taking for more information.)

C. **Organization Tactics:** Organization tactics are methods of organizing information. They include mnemonics, grouping, outlining, and mapping.

- Mnemonics. Mnemonics tactics elaborate information and organize it in a meaningful way for the learner. (See Appendix: Mnemonics for further information.)

- Grouping. Grouping information before using other memory tactics is an important skill to learn. Grouped information is easier to remember. Grouping is categorizing and labelling. Make sure the categorizing makes sense to learner. Apply a mnemonic tactic to help in the remembering of it.

- Outlining. Outlining identifies main ideas, sub ideas, details and their relationship to each other. Learners require training and picture in constructing good outlines. They need to understand the procedure. Outlining is especially useful for sequential, linear learners.

- Mapping. Mapping is another organizational tactic. It involves creating a hierarchy of concepts or ideas that are identified, categorized, and related to each other. Mapping is especially useful for visual learners. It has several names — webbing, mind mapping, concept mapping, and diagramming. Use colour because many visual learners will remember colours as they imagine the organizational scheme in the recall process. (See Appendix: Note-Taking for further information.)

D. **Comprehension Monitoring.** Comprehension monitoring should help learners decide if they are properly applying declarative and procedural knowledge to material to be learned. Second, it will help them evaluate if they understand the material. Third, learners should decide if their learning strategy is effective, or if a better strategy is required. Fourth, learner should know why the learning strategy used will improve their learning. Comprehension monitoring includes self-questioning, rereading, checking consistencies, and paraphrasing.

- Self-questioning. Learners must be instructed to ask questions periodically while they are reading and studying about the content. Sometimes the questions are provided by the text or by the teacher. These questions should be read before beginning the reading or studying. if not, learners should ask their own. It should not be assumed learners know how to ask good questions. (See Appendix: Questioning for further details.)

- Rereading. Rereading is often an extension of self-questioning. When learners do not know the answers to their questions, they must reread the text or their notes.

- Checking for consistencies. Checking for consistencies involves determining if the text is internally consistent. Are their parts of the text inconsistent with others? Is the conclusion drawn consistent with the rest of the content? Is it the author who is inconsistent or is the learner-reader who didn't comprehend the content?

- Paraphrasing. Paraphrasing is a method that checks the level of understanding of learners. If it cannot be done, rereading may be necessary. Paraphrasing can be used silently by itself, orally in pairs or small groups, as a class, or written.

E. **Affective Tactics.** Affective tactics create a favourable psychological climate for learning. They include: developing positive beliefs (self-efficacy, outcome expectation, attitudes), setting work goals, setting time limits, establishing a regular time and place for studying, minimizing distractions, maintain attention on important tasks, managing time effectively, minimize anxiety, having positive beliefs, crating a productive environment, and knowing some relaxation techniques.

They also need to learn to use positive self-verbalization, e.g., "I know that if I work hard, I can do well on the test." "Get to work." "It's time to get to work." "Stop thinking about __________, I need to pay close attention to the teacher." Many of these tactics are addressed in other parts of this course: **Skills for Independent Living** as well in this unit: Learning Skills.

F. **Academic Studying Tactics**. Academic studying is the last memory tactic. it is concerned with effective study methods. See "Reading for Understanding": TSQ5R, textbook organization, writing patterns, and flexible reading in this unit for further information.

It is impossible to teach and for learners to learn these memory hints during one learning period. We suggest all teachers teach them and use them over a period of a year or several years.

A major part of studying an learning is remembering. Many of these seven memory tactics are related to other parts of the unit. They are intertwined and cannot be separated. These are important ideas that should be constantly conveyed to students. Show the students when and how the various part of the unit and the course is interrelated.

"About memory" is based on the premise that learners contribute actively to their learning goals and learning. Learners need to be taught to use these tactics. It is not enough to know them, they must learn to apply them for themselves. Learners should be active. flexible, and reflective.

The **hm Study Skills Program** series of books have several student exercises that will help students learn about memory.

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Mnemonics Tactics

Mnemonics: Mnemonics is the art of remembering. The mnemonics device is a way of remembering mor efficiently by making to-be-learned material more meaningful. It relates the to-be-learned material to what is already known. there are several mnemonics. They include: acronyms, acrostics, chunking, keyword method, link method, loci method, peg word method, and rhymes.

A. **Acronyms.** Form a new word by taking the first letter from other words that you want to remember, e.g., NATO — North Atlantic Treaty Organization, UN — United Nations, TSQ5R — Thinking, Survey, Questions, Read, Recite, Rite, Review, and Reflect, BAR — World War II Allies, JIG — Axis Nations, ROY G. BIV for the colours of the rainbow.

B. **Hyphenated Acronyms.** A second variation of the acronym is using a string of nonsense acronyms linked by hyphens. In the series of numbers 7134584050, chunk the numbers into three groups — 713-458-4050, and it is a telephone number. In the series of numbers 403796187, break the series into three groups — 403-796-187 for a Social Security number. The seven steps in conducting scientific research are: problem, review, hypotheses, design, observation, analysis, and reporting. The acronym is PR-HD-OAR.

C. **Acrostics/Silly Sentences.** This is the third variation of acronyms. Form a sentence by taking the first letter from each word or symbol that you want to remember. Insert another word beginning with the same letter. For example:

King (kingdom) Philip (phylum) came (Class) over (order) for (family) green (genus) stamps (species)
My Very Eager Mother Jumped Straight Up Near Pluto for the planets
Father Charles Goes Down And Ends Battle for order of sharps in music
Every Good Boy Does Fine for the lines on a musical staff

It also can be a humourous or intriguing sentence or a story to link two or more acronyms, e.g., Mr. CRS arrived at the BAR at midnight and danced a JIG with Mrs. HMH. CRS — Churchill (Britain), Roosevelt (America), Stalin (USSR) plus the two acronyms (JIG and BAR) from above.

D. **Chunking.** Is the grouping together of several items. then they can be remembered as a single item. We cannot retain in our short-term memory mor than seven (plus or minus 2) chunks of information. the size of the chunk depends on the knowledge we have in our long-term memory. We recall familiar words more easily than unfamiliar words. Words usually are stored whole, so that though seven words contain more bits of information, we can usually remember seven familiar words as easily as seven short number, or seven independent letters. Chunking is an important in several of the mnemonic tactics.

E. **Keyword method.** Keyword is enervating an image of a word sounding like the item to be learned and linking that image with the meaning of the item to be learned.

F. **Link method.** Linking each word in a list with the one following it by crating a picture or image in your mind's eye. You should see the objects or events representing both words. Use this method of associating ridiculous mental images with items you want to remember. There are four rules to help you. Your pictures must use, a) out of proportion, b) action, c) exaggeration, and, d) substitution. There are four steps to this method.

- Select the list that you want to remember.
- Take the first item and picture it in your mind in a familiar place, e.g., your home yard, school. Somewhere you already know or remember.
- Think of the second item and associate (link) it with the first item. Make the association as ridiculous as possible. Use one or more of the four rules. You must see the picture in your mind to "set the picture."
- Think of the third item and link it to the second picture and continue the process.

If you forget all or part of the list, return to the process and strengthen that association. Either it was not ridiculous enough or you didn't see it in your mind to "set it." Linking can be used to learn a second language, in political science, economics, sociology to remember people with events or discoveries. Linking can be combined with the Loci method.

An example of the link method consisting of a list of mammals, insects, birds, and fish.

Imagine:
A tiny gorilla playing cards with a giant ladybug.
A giant fat ladybug having tea with two purple birds.
Two eagles in a fishing boat fishing with fishing rods and hats.
A big tuna fish speaking to a group of cannery officials.

G. **Loci method.** Loci is the Latin word for location. It is the pairing of information to be remembered with locations in a familiar setting. Each item to be remembered will be pictured in one of these places.

The Loci method helps when data must be memorized. Learn to use the elaboration, interconnection, and deeper processing as three keys to memorizing. Elaboration is thinking about what is already known. Imagination is expressing the data as images. Imaging leads to interconnection when the data is expressed as images. the Loci method imposes organization on random data making the mind process deeper and form connections.

Public speakers often use this method. You can use this method to study for an examination. For example, if you need to remember five major points and each major point has four or five minor points subsumed under it. File this information in your memory by mentally walking through a familiar place, e.g., your home, yard, and playing field.

The five major points will be located in five connected rooms. As you move from room to room label the room with one major concept. Link the various minor points subsumed to the concept to various items in the room. Use the four rules from the Link Method: out of proportion, action, exaggeration, and substitution. use the four steps from the Link Method of linking, visualizing and "setting the picture."

Another example of the Loci method is to remember a recipe for hot chocolate consisting of cocoa, sugar, coffee, water, and milk. Place the scene in your bedroom.

Picture the following:
Wet cocoa sprinkled all over your clothes in your closet.
50 lb. bags of sugar in your dresser drawers.
Juan Valdez and his horse is sleeping in your bed.
Lumpy water is gushing out of the lamps.
Green milk is lying in puddles on the desk.
Now, take an imaginary walk past the locations.

H. **Peg Word Method/Number-Rhyme System.** A peg word is a word that stands for a number. This sophisticated method includes visualization. It involves the use of a memorized list of nouns or pegwords that match the numbers. The numbers are in order. These pegwords are associated with a list of items you want to memorize.

- Begin this method by developing a pegword board. Assign a noun to each number between 1-20 and memorize them using elaboration, interconnection, and deeper processing as keys to memorizing. Choose sounds that rhyme with the numbers.

- Take a list of items you want to learn.

- Construct a mental link of each memorized pegword with the corresponding term or item you wish to recall. Use the above Link method to link each number (pegword) with the item you want to remember. The connecting images should be one of the following: exaggeration, absurd, sexual, vulgar, sensual, moving or in action, out of proportion, coloured, imaginative, pure, and substitution. Also use elaboration, interconnection, and deeper processing as three keys to memorizing.

By using the same nouns in the pegboard for every list you want to remember, it will be easy to remember many lists of data. Add to the ten pegwords as you become competent. Think of the pegwords as titles or names for your memory files.

You can break the words to be remembered into parts, e.g., Wilson can become Will and son, Kennedy becomes Ken and Edie, Johnson becomes John and sons. Letters in the items can be changed, e.g., Taft becomes raft. You are at liberty to change the list in any way that works for you.

I. **Rhymes**. A rhyme or a catchy phrase often remains in our mind long after their meaning does. For example:

> "I" before "e" except after "c."
> Thirty days hath September, April, June and November, etc.
> In 1492, Columbus sailed the ocean blue.
> From 1756 to 91, Mozart had lots of fun.

The **hm Study Skills Program** series of books have several student exercises that will help students learn the mnemonics tactics.

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Relating Memory Principles to Related Study Skills

- Make information **meaningful**

  - read over notes
  - read ahead
  - reduce/recite/review
  - survey the material before reading

- **Scaffolding** — Associate new with already learned

  - reflect — personalize it
  - diagram/outline
  - reflect on reading and notes
  - prepare summary sheets or charts
  - have a "study" place that you associate with learning
  - use colour and sound to form associations

- **Organize** the material you are learning

  - record and reduce notes
  - TSQ5R or some other reading study process
  - outlining, diagram notes, or mapping
  - prepare summary sheets, retrieval charts, or summary charts
  - use appropriate note-taking techniques

- **Visualize**

  - reduce to key words
  - outline
  - diagram using colour
  - webbing using colour
  - summary sheets/charts, retrieval charts

- Be **motivated** to learn and remember

  - have goals
  - have a purpose for reading and listening
  - intend to remember
  - schedule time for learning and remembering

- Be **actively involved** in the learning process
  - practice concentration techniques
  - practice listening skills
  - TSQ5R process or other reading study processes
    write what you know

Adapted from: MacFarlane, P. and S. Hodson. (1989). **Studying Effectively and Efficiently: An Integrated System**. Toronto: The Ontario Institute for Studies in Education.

Reference Search

Suppose that you had to find the answers to the following questions. On the blank after each question, state the source that would be **best** to use to find the answer to the question. Be as specific as you can. DO NOT use either a general dictionary or general encyclopedia as an answer.

1. Who wrote, "All's well that ends well"?

   ____

2. What is paranoia (a mental disorder)?

   ____

3. In the year 1989, what was the population of Manitoba?

   ____

4. What do the Latin words "Ad Hoc" mean?

   ____

5. What are the principal literary works written by Margaret Laurence?

   ____

6. When was Pierre Trudeau born?

   ____

7. Where is the office of the Canadian Cancer Society located in Winnipeg?

   ____

8. What are of Europe produces the most wheat?

   ____

9. Who invented the telegraph?

   ____

10. What is the area code for Ontario?

____

11. Define the biological term "phototropism."

____

12. Where is Manitou?

____

13. What are the symptoms of cystic fibrosis?

____

14. What sea lies east of Greece?

____

15. Which is the world's smallest continent?

____

16. What do the letters E.S.T. stand for?

____

17. Where would you find recent reports on the effects of cocaine?

____

18. What are synonyms for the word "lovely"?

____

19. Trace Magellan's route of exploration.

____

20. What day of the week will your birthday be on in the year 2010?

____

21. Find a quotation dealing with life.

22. What state is directly south of British Columbia?

23. What word rhymes with "return?"

24. What does the term "covalency" mean (chemistry)?

25. How does a television work?

Reader's Guide Research Questions

1. (a) What is the difference between the Abridged Reader's Guide and the Unabridged Reader's Guide?

____

____

(b) Which one does your school subscribe to?

____

2. Explain how the Reader's Guide is cumulated?

____

____

____

3. what do the following abbreviations used in the Reader's Guide mean:

(a) il ______________

(b) Je ______________

(c) Jl ______________

(d) tr ______________

4. Look up the heading El Nino (Ocean Current) on the attached sample page from the Reader's Guide. Find an article written by M. Murray and state:

(a) the title of the article ______________

(b) full name of magazine article is found in ______________

(c) date of the issue of the magazine the article is found it ______________

(d) volume number of the magazine ______________

(e) page number(s) the article is found on ______________

5. Look under the subject heading of El Salvador.
   (a) What sub-headings are listed under it?

   (b) Under the subheading Foreign Relationships, what subtopics are listed under it?

6. Under the subject heading, Elderly,
   (a) what is the SEE reference?

   (b) Explain what a SEE reference means.

7. Under the subject heading Election Laws,
   (a) What are three SEE ALSO references?

   (b) Explain what a SEE ALSO reference means.

8. What is the advantage of using the Reader's Guide to Periodical Literature?

NEW YORK POST

Mort to Post: drop dead! [Daily news vs. Post] B. Kantrowitz. il pors *Newsweek* 121:68-9 F 15 '93

News to Post: drop dead. J. Birnbaum. il pors *Time* 141:58-9 F 15 '93

Out of the frying pan [columnist M. McAlary leaves New York post for the Daily news after S. Hoffenberg takes over] il *The New Yorker* 68:29-30 F 15 '93

NEW YORK ZOOLOGICAL PARK *See* Bronx Zoo

NEW YORKER (PERIODICAL)

Family album: Peter Arno [New Yorker cover artist] R. Merkin. il *The New Yorker* 69:150-3 F 22 '93

Hey, Eu! [New Yorker figurehead Eustace Tilley] C. McGrath. il *The New Yorker* 69:134-42 F 22 '93

The New Yorker index 1992: opening the stacks. J. A. McPhee. il *The New Yorker* 69:83 F 22 '93

NEWBORN ANIMALS *See* Animals, Infancy of

NEWFOUNDLAND

See also

Bay Roberts (Nfld.)
Davis Inlet (Nfld.)
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NEWFOUNDLANDS (DOGS)

Genetically mapping behavior in dogs [border collies and Newfoundlands; research by Elaine Ostrander and Jasper Rine] C. Strange. *BioScience* 43:7 Ja '93

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See also

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Television broadcasting—News

NEWS AGENCIES

See also

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NEWS MEDIA *See* Mass media

NEWS MEDIA ETHICS *See* Journalistic ethics

NEWSCASTERS *See* Television broadcasting—News

NEWSCASTS *See* Television broadcasting—News

NEWSLETTERS

See also

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See also

Journalistic ethics

Arizona

See also

Arizona republic (Newspaper)

Illinois

See also

Catholic times (Newspaper: Springfield, Ill.)

New Jersey

See also

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New York (State)

See also

Daily news (New York, N.Y.)
New York post

Tennessee

See also

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NEWTON (COMPUTER)

Newton rising. S. Levy. il *Macworld* 10:77+ F '93

NEWTS

Eye

See Eye—Amphibia

NICHETTI, MAURIZIO

about

Volere volare [film] Reviews

The New Yorker il 68:96-8 F 1 '93. A. Lane

NICHOLAS II, EMPEROR OF RUSSIA, 1868-1918

about

An end to the Romanov riddle? J. M. Kays. il por *Archaeology* 46:22-3 Ja/F '93

NICKENS, EDDIE

Keeping an eye on wildlife. il *Southern Living* 28:34 F '93

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NIH *See* National Institutes of Health (U.S.)

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See also

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Juanita Leonard tells why she secretly married Atlanta Braves star Otis Nixon [cover story] R. L. Haywood. il pors *Jet* 83:54-7 F 22 '93

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NOISE

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NONVERBAL COMMUNICATION

See also

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The Norplant debate. B. Kantrowitz and P. Wingert. il *Newsweek* 121:36-7+ F 15 '93

NORTH AMERICA

See also

Canada
Mexico
United States

Commerce

See also

North American Free Trade Agreement

NORTH AMERICAN FREE TRADE AGREEMENT

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A noose around NAFTA. D. Harbrecht. il *Business Week* p37 F 22 '93

NORTH ATLANTIC TREATY ORGANIZATION

Once more unto the breach [Clinton administration's struggle to convince allies that NATO is the best vehicle for bringing peace to Bosnia] R. Knight. il *U.S. News & World Report* 114:39-40 F 22 '93

NORTH CAROLINA

See also

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NORTH KOREA *See* Korea (North)

NORTH POLE

See also

Arctic exploration

NORTHMEN

See also

Vikings

NORTHUP, ANNE

about

Taking on Tobacco Road. J. Solomon. il por *Newsweek* 121:45-6 F 22 '93

Tips For Test-Taking

Before a Test or Exam

- Find out exactly what the test will cover.
- Find out the format of the test, i.e., what types of questions will be asked.
- Try to anticipate questions and prepare answers mentally or in written form.
- Prepare by reviewing notes over a time span of several days or weeks.
- Look up points that are unclear in your notes.
- Practice by writing old tests or exams when possible.
- After preparing for a test or exam, think positively.
- Get a good night's sleep before a test.
- Eat a high protein breakfast the morning of a test.
- Be on time for a test; do not arrive too early if doing so makes you nervous but do not be so late that you have to rush.
- Have all the necessary supplies to complete the test.
- Wear a watch or sit where you can see the clock.

During a Test or Exam

- Try to relax and keep calm.
- Survey the entire test or exam to help you get a general idea of what you are being asked to do.
- Read each question carefully at least twice underlining key words and reading directions to determine exactly what is being asked of you.
- Think before you write — visualize notes, recall answers and plan answers.
- Schedule your time according to the relative value of each question.

- To build your confidence, select the questions you can complete most easily and quickly and do them first keeping in mind their relative ideas.
- Work methodically through the remaining questions.
- Write legibly.
- Ignore others, especially those who leave early.
- Review the entire paper for careless errors or omissions if time allows.

After the Test or Exam

- Learn from your errors; read all comment's made by the instructor.
- Get the correct answers so as not to repeat mistakes.
- Analyze and assess your progress, i.e., has this test been an improvement or is further work needed to improve performance on tests?
- Give yourself credit when you meet with success.

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Words Used to Ask Essay Questions

Student Handout

This is a very long list that is difficult to memorize so remember the seven most common clue words. They have an asterisk. The seven are: compare, contrast, criticise, define, describe, discuss, and list.

Analyze — Break the subject down into its essential parts and critically analyze those parts. Give in words a picture of an idea, a concept, or an object. Write clear, concise definitions. Record careful observation. Present the important ideas, show how they are related, and why they are important.

This question calls for something beyond a simple descriptive inventory of facts. Analyzing implies to show relationships between the parts.

***Compare** — Show the similarities and differences between two or more things, items, groups, or categories.

This is the most common type of question in essays. It is also often the poorest handled. You must integrate discussion throughout the paper.

***Contrast** — Show the differences between two or more things, items, groups, or categories.

***Criticize** — Make judgments as to the correctness or value of something. An example of a question is "Critically examine the __________." This question requires hard evidence. You will need facts and will have to evaluate real causes, events, and consequences. It is required that you generate a hypotheses of possible outcomes and make value judgments using logic to explain them. Be able to criticize, present the pro or con, and present the merits of a concept or a theory. You also can give your reasoned opinion showing the pro and negative points. It is not necessary to attack it.

***Define** — Explain in words a picture of an idea, a concept, or an object. give clear, concise definitions. Record careful observation. Present the important ideas and show how they are related. Sometimes what is intended is to give the memorized definition.

Differentiate — Give likenesses and differences. Show differences between items, groups, or categories.

***Describe** — Convey an impression or account of something, usually without judging it. Tell about what something is, for example, describing a person or a place.

Diagram — This means drawing a graph or making a chart or a drawing. Labelling its parts and writing a short explanation is required.

***Discuss** — Explore the arguments for and against something. Tell what you know about a subject, trying to give a balanced presentation. Give in words a picture of an idea, a concept, or an object. Give clear, concise definitions. Record careful observation. Present the important ideas and show how they are related.

Distinguish — Give likenesses and differences. Show differences between items, groups, or categories.

Enumerate — Use lists, outlines, main and subordinate points, and details. Number them.

Evaluate — Weigh positive and negative evidence about something and give your opinion based on the evidence. Make value judgments but use logic to explain. Criticize, pro and con, the merits of a concept or a theory.

Evaluate/criticize — Judge a subject carefully, giving positive and negative aspects.

Examine — Give in words a picture of an idea, a concept, or an object. Give clear, concise definitions. Record careful observation. Give the important ideas and show how they are related.

Explain — Make clear the cause or reason for something. Clarify and interpret the details of a subject.

Illustrate — Explain or make clear by concrete examples, comparisons, or analogies what something means.

Interpret — This means to give meaning using personal comments and examples to make something clear.

Justify — Use facts, or logic, or cite authorities to justify your thesis. Explain why you think it is so. Give reasons.

***List** — Produce a numbered list of words, sentences, or comments.

Outline — Organize the main ideas and supporting details of a subject in a way which shows relationships. Use lists, outlines, main and subordinate points, and details. Often minor details are not required. Use the correct format.

Prove — Use facts, or logic, or cite authorities to justify your thesis.

Relate — Write concisely and clearly, connecting ideas or concepts. Use chronology of events or ideas where it applies. Explain how one cause is related to or like another.

Review — Summarize main points concisely, restate judgments or conclusions, integrate arguments from different sources.

State — Write concisely and clearly, connecting ideas or concepts. Use chronology of events or ideas where it applies. Be brief, using clear sentences, and omit details or examples.

Summarize — Give a brief account of the main features of a subject. Sum up main points concisely, restate judgments or conclusions, integrate arguments from different sources. Omit details.

Synthesize — Summarize main points concisely, restate judgments or conclusions, integrate arguments from different sources.

Trace (or "trace the development of") — Follow the development of a subject step by step in sequence or in chronological order. Give in words a picture of an idea, a concept, or an object. Write clearly, concise definitions. Record careful observation. Present the important ideas and show how they are related.

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Your Daily Time Schedule

Name ______________________ Date ______________________

Daily Goals	Deadlines	Daily Goals	Deadlines
1. ______________	________	4. ______________	________
2. ______________	________	5. ______________	________
3. ______________	________	6. ______________	________

TIME	ACTIVITIES	TIME ALLOTTED	COMPLETED ON TIME	THINGS TO DO TODAY
7:00				
8:00				
9:00				
9:30				
10:00				
10:30				
11:00				
11:30				
12:00				
12:30				
1:00				
1:30				
2:00				
2:30				
3:00				
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4:30				
5:00				
5:30				
6:00				
6:30				
7:00				
7:30				
8:00				
8:30				
9:00				
10:00				

TIME WASTE ELIMINATOR

	TIME WASTER	CAUSE	SOLUTION	DATE TO START	DATE TO CHECK PROGRESS	CORRECTIVE OR FOLLOW-UP ACTION TAKEN	COMP DATE
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

APPENDIX

UNIT 4:
SELF-MANAGEMENT

Activity

Activity:	"I am ..."
Objective:	To understand how self-concept develops.
Purpose:	To give students the opportunity to compliment their peers.
Materials:	8 by 10 construction paper masking tape pencils
Method:	Each student prints "I am ..." at the top of the construction paper. It is taped to their back. Everyone must write one positive and true quality about that person on the sheet of paper. This word must be an adjective. Students should mingle and take turns writing on the papers. At the completion of that task, students should form groups to discuss:

- how they reacted to the descriptions
- whether they were surprised
- what they felt had been missed
- how it felt to write compliments/to receive compliments

Activity

Activity: "Who ... me?"

Objective: To understand how self-concept develops.

Purpose: To give students an opportunity to express to their peers, a positive comment about their abilities, skills or talents.

Materials: Lined flip-chart paper, one sheet per student.
Felt markers.

Method: Students will print their names on the bottom edge of the paper. Their classmates will write their comments about the student beginning at the top of the paper. After each comment, the paper will be folded over so the next person will not see the comment. At the end of the activity, each student will have a list of comments about what other people think he/she is good at.

Rules

- all comments must be positive/good
- comments need not be just about school activities but can include qualities related to other situations

Discussion: Ask students to reflect on the list they received. How do they feel about the comments? What have they learned about other people's views of them?

Activity

Activity:	"I am nervous when ..."
Purpose:	To give students an opportunity to brainstorm ideas to deal with stress or anxiety.
Objective:	To explore ways to reduce anxiety, stress.
Materials:	flip-chart paper felt markers masking tape
Method:	In small groups, students will develop a list of situations in which they get nervous. Students will decide on three for which they will develop ways to reduce the stress of the situation. They can do this by completing the statement "I will feel more confident when ..." Each group will report back to the class. What patterns can be seen? Are there any which can be acted on immediately? Students may wish to role play the situations and solutions.

Scenario

Sally and John are students at Central High. They are both "A" students and have competed for top grades since elementary school. Mrs. Smith, their math teacher, asks Sally to help mark the latest math test, reminding her to keep the marks confidential. Sally's score is as high as usual. When Sally comes to John's test, she notices that he has made some serious mistakes that could affect his overall mark significantly. John's seating partner Bill has made exactly the same mistakes as John.

Sally suspects someone of cheating. When the marks are posted, John accuses Sally of deliberately altering his answers so that her marks will be better than his marks. Sally confides in Mrs. Smith, insisting that she did not alter answers and stating her suspicions. Some friends take sides. John has complained to the principal, Mrs. James. John's and Sally's parents want some answers.

APPENDIX

UNIT 5: MANAGING YOUR RESOURCES

Resources: Human and Non-Human

Some examples could include:

Human

Self

- knowledge and experience
- ability to think, learn, and remember
- ability to feel
- ability to talk and listen
- ability to communicate, orally, and in writing
- commitment
- interest
- initiative
- energy
- self-confidence
- flexibility
- open-mindedness
- time

Others

- will have some or all of the above
- teacher, employer — trust in, care about you
- parents — their ideas, experiences, knowledge, caring, memory, commitment, etc.
- other people who know you — classmates, friends, relatives, the librarian, other teachers, coaches
- other people who do not know you—people with experience, expertise, information, skills, connections, etc.

Non-Human

- school facilities plus kits, books, pamphlets, magazines, videos, notebooks, library, student services, etc.
- materials from other experiences
- community facilities
- government agencies, community programs
- food and shelter, transportation
- the telephone
- class time
- the natural environment and natural resources
- money

How to Get Your Social Insurance Number (S.I.N.) and Birth Certificate

Social Insurance Number

Go to: Your nearest Canada Employment Centre.

Take with you:

- Your birth certificate.
- One other piece of identification, e.g., driver's licence, Manitoba Health Services Commission card, student card

You fill out the application and hand in. Your ID will be returned to you.

OR

Write to/call: Your nearest Canada Employment Centre. They will send you an application.

Send back to your Canada Employment Centre:

- Your completed application.
- A photostat **copy** of your birth certificate that has been signed by a Commissioner For Oaths as a certified true copy.*

* Take the original birth certificate to a bank, loan office, band office, Chief and ask them to make a copy. A Commissioner For Oaths will then sign it as a certified true copy.

There is no charge for the first issue of a S.I.N. Your cards will come in 6-8 weeks.

Birth Certificate

If you were born in Manitoba, call or go to Vital Statistics, 254 Portage Avenue, Winnipeg, MB R3C 0B6, telephone: 945-3701

If you were born outside of Manitoba, call the above number for the required address.

You will need to provide:

- Your full name
- Your date of birth

Values and Goals

For the Teacher

People's values and goals influence their economic and personal decisions.

Values are the principles and beliefs that a person considers important. Many people consider friendship, good health, family life, education, success and financial security important. They might also value qualities such as honesty and fairness.

Our values guide us in setting our goals or the objectives we wish to attain. Usually our goals are closely related to our values. For example, an individual who values health and fitness may set goals such as avoiding drugs, establishing a personal fitness program, and eating nutritious foods. For a person who values education, a university degree could be an important goal. This person might be motivated to begin a savings program to pay for college or to commit extra hours to homework in preparation for further schooling.

Goals re the specific ways that you plan to make your values part of your life. For example if one of your values is physical fitness, your goal might be to work up to a 10 km run. Goals can be either short or long-term. **Short-term** goals are those which can be achieved in the very near future — a few days, weeks or months. **Long-term** goals are those which take years to achieve. For a high school student, earning the money to go to a rock concert is a short-term goal; getting more education is a long-term goal. Similarly, getting the latest compact disc is a short-term goal; getting a car is a long-term goal.

Our values and goals influence the financial decisions we make, our consumer choices, and our total lifestyle. A person who values education and has a goal of pursuing further training after high school will make different financial decisions and consumer choices and will probably have quite a different lifestyle than will the person who values immediate financial success.

Related Content

- Module I, The Canadian Marketplace and You; Chapter C, Political Social Systems Influence the Marketplace; Topic 2, Society and the Individual: Roles, Status, Cultural Values, Quality of Life and Standard of Living.
- Module II, Your Economic Decisions; Chapter B, Decision-Making and Problem-Solving in Everyday Life; Topic 2, Choices and Challenges.
- Module IV, Entrepreneurship and the World of Work; Chapter A, Self-Inventory; topic 1, Values, Goals.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 10.

What Your Choices Say About Your Values

The way in which you spend your money reflects your values. Rank your answers to the following questions. Put "1" in front of the answer you like best, "2" in front of the second best answer, and "3" in front of your third choice.

1. If you were given $500, what would you do with it?

_____ pay some bills
_____ buy something for yourself
_____ save it
_____ give it to charity
_____ other ____

2. Which would you most like to improve?

_____ your family life
_____ the way you use your time
_____ your looks
_____ your social life
_____ other ____

3. If you won a lottery, what would you do?

_____ live as you do
_____ give money to charity
_____ really live it up
_____ share some with family and friends
_____ other ____

4. If you had an extra $20, what would you do?

_____ order magazines
_____ treat a friend to dinner
_____ buy clothing
_____ other ____

5. In your leisure time what would you most like to do?

_____ spend time with family and friends
_____ play a musical instrument or sport
_____ do a craft or hobby
_____ take a course
_____ other ____

6. If you could have any job that you like which one would you choose?

_____ Prime Minister of Canada
_____ a rich and famous movie star or singer
_____ a doctor working with starving people in a third-world country
_____ an artist
_____ other ____

Share your answers with your classmates. Are your answers the same? Do they differ? Why do you think this might have happened?

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 12.

My Ideal Lifestyle

My Ideal Life (What sort of lifestyle would make me feel most fulfilled?)	**What's Important to Me** (What does my ideal lifestyle say about my values?)
My Home	
My Work	
My Friends	
My Family	
My Possessions	

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 14.

My Goals

	Energy Needed (How long will it take to reach the goal?)	**Time Needed** (What has to be done to achieve the goal?)	**Money Needed** (Costs to reach the goal.)
Short-term Goal (Can be achieved in days or weeks)			
Long-term Goal (Can be achieved in months or years)			

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 16.

Resources and Lifestyle

Identify one financial decision that you have made recently about each of these aspects of lifestyle and tell what effect it had on your personal resources of time, energy and money.

Aspect of Lifestyle	**Financial Decisions**	**Effect on Resources** (time, energy, money)
Food	Eat lunch at a fast food restaurant	Cost $10; rode bike to restaurant; took one hour
Clothing		
Shelter		
Energy (gas, electricity)		
Personal Services (haircuts, etc.)		
Education		
Transportation		
Health		
Charitable Donations		
Entertainment/ Recreation		

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 28.

Choose to Conserve

Introduction

The disasters at Bhopal, Love Canal, Chernobyl, St. Basile le Grant and Valdez shocked the world. Yet every day, the individual actions of citizens and businesses worldwide may contribute far more to the degradation of the natural environment than any of these events did.

It is easy to believe that global environmental problems are the fault of governments or multinational corporations. In truth, though, each of us has far more responsibility for an influence over these issues than we perceive. Our desire for a high standard of living, and the resulting consumer demand, causes environmental destruction. Each and every one of us, through our daily activities, gives a stamp of approval to products or procedures that degrade the environment. We are all responsible for the present-day situation, and it is up to all of us, collectively to chart a way out.

All of our daily personal decisions affect the environment. Whenever we use water or energy unnecessarily or buy something that has a huge environmental cost, we are encouraging waste or misuse of the scarce resources of this planet. Each individual contribution to the problem may be minimal, but the combined activities our neighbours, our community and citizens across the country have an enormous effect.

Very few of our environmental problems are directly caused by wilful neglect on the part of industry. The majority result from the unwitting actions and complacency of people just like you and me!

Purpose

The purpose of this chapter is to allow students to assess their personal level of awareness concerning the environment and its protection, and to provide them with information about how marketplace decisions can positively influence the environment.

Scope

This chapter has three topics. They are:

1. Becoming Aware
2. What You Can Do
3. Choices and Challenges

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students.** Module II. 1991. p. 45.

Becoming Aware

For the teacher

The environment belongs to all of us. Increasingly, people around the world are becoming aware of the negative impact human use and waste of the world's resources is having on our environment. Our fragile planet cannot continue to bear human neglect.

In the global village, potentially hazardous industrial and agricultural industries, processes and practices can have an international negative impact, as do the wasteful and unthinking attitudes and behaviour of individual consumers.

Since the environmental belongs to and affects us all, it is the responsibility of all to respect it. Consumers can play an important role in conserving and protecting the environment by considering the effect their decisions and actions have on it.

While government and business face the enormous task of dealing with such problems as oil spills, transportation of toxic substances and disposal of nuclear waste, every world citizen has a responsibility to adopt practices that will assist in protecting our increasingly fragile world.

Students need to be aware of the consumer products and services that contribute to pollution and threaten the environment. They need to be encouraged to change their personal habits and lifestyle so that they protect the environment. They need information that will guide them in evaluating products reputed to be environment-friendly and should be encouraged to let businesses and manufacturers know of their preferences and concerns.

We no longer have the time to sit back and complacently allow current ecologically-damaging practices to continue.

As we move into the 21st Century, a new era of social and consumer activism provides opportunities for increased consumer involvement. Young people need to be encouraged to be a part of this action.

Related Content

- Module I, The Canadian Marketplace and You; Chapter A, The Canadian Marketplace; Topic 3, The Marketplace and the Environment.
- Module V, Citizen Participation in Canada's Market-Based Society; Chapter A, Consumer Rights and Responsibilities; Topic 7, The Right to a Healthy Environment/The Responsibility to Protect and Respect the Environment.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module II. 1991. p. 45.

Principles of Sustainable Development

The vision of environmentally sound and sustainable economic growth for Manitoba is governed by the following principles

1. **Integration**. Ensures economic decisions adequately reflect environmental impacts including human health. Environmental initiatives shall adequately take into account economic consequences.

2. **Stewardship**. Manages the environment and economy for the benefit of present and future generations.

   Stewardship requires the recognition that we are caretakers of the environment and economy for the benefit of present and future generations of Manitobans. A balance must be struck between today's decisions and tomorrow's impacts.

3. **Shared Responsibility**. Acknowledges responsibility of all Manitobans for sustaining the environment and economy, with each being accountable for decisions and actions, in a spirit of partnership and open cooperation.

4. **Prevention**. Anticipates, prevents or mitigates significant adverse environmental (including human health) and economic impact of policy, programs, and decisions.

5. **Conservation**. Maintains essential ecological processes, biological diversity and life-support systems of our environment; harvest renewable resources on a sustained yield basis; and make wise and efficient use of our renewable and non-renewable resources.

6. **Recycling**. Endeavours to reduce, reuse, and recover the products of our society.

7. **Enhancement**. Enhances the long-term productive capability, quality and capacity of our natural ecosystems.

8. **Rehabilitation and Reclamation**. Endeavours to restore damaged or degraded environments to beneficial uses.

   Rehabilitation and reclamation require ameliorating damage caused in the past. Future policies, programs and developments should take into consideration the need for rehabilitation and reclamation.

9. **Scientific and Technological Innovation**. Researches, develops, tests and implements technologies essential to further environmental quality including human health and economic growth.

10. **Global Responsibility**. Requires thinking globally while acting locally.

    Global responsibility requires that we recognize there are no boundaries to our environment, and that there is ecological interdependence among provinces and nations. There is a need to work cooperatively within Canada, and internationally, to accelerate the merger of environment and economics in decision making and to develop comprehensive and equitable solutions to problems.

Source: Manitoba Round Table on Environment and Economy. **Towards a Sustainable Development Strategy for Manitobans**. Pages 6-7.

FINANCIAL MANAGEMENT–WHAT ARE YOUR PRIORITIES?

Please consider the following questions carefully and respond by using the three columns on the right, as indicated.

QUESTIONS	Your Answer		Do you expect to do so within the next year?			Would you like to learn more in SFIL 2?		
1. Have you ever borrowed money from a bank, loan company or other lending institution?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
2. Have you ever bought something from a store "on time," i.e., made monthly payments?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
3. Do you use your own credit card (e.g., Master Card, Visa, American Express, Sears, etc.)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
4. Do you have your own bank account?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
5. Do you use your own bank card (e.g., Green Card, Instabank Card, etc.)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
6. Have you ever used a debit card?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
7. When making purchases, do you take into account the guidelines for sustainable development?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
8. Do you read labels when you shop?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
9. Do you have money of your own to manage?	Yes	No	Yes	No	Maybe	Yes	No	Maybe

10. Do you participate in your family's money management (i.e., purchase family groceries, contribute money, help decide on major purchases, etc.)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
11. Have you ever been "on your own" (i.e., responsible for all your own needs) for a week or longer?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
12. Have you ever been employed at a place of business on a regular basis for a salary (part time or full time)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
13. Have you ever filled out an income tax form?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
14. Have you ever had occasion to buy or use insurance (e.g., life health, dental, fire, car, liability, property, accident, and disability)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe
15. Have you ever purchased a Canada Savings Bond, a Guaranteed Investment Certificate or other form of investment (besides a savings account)?	Yes	No	Yes	No	Maybe	Yes	No	Maybe

Consider suitability of questions

- according to probable student circumstances, community, etc.
- to method of tabulation available
- and give students permission not to answer those they may feel uncomfortable about

Where Does Your Money Come From?

Objectives

Students will be able to

1. List a variety of sources of income.
2. Identify and explain government payments.

Time

One class period.

Procedure

In the previous activity, students calculated the amount of income they had earned in their lifetime and identified the sources of that income. Explain to the class that government payments are another source of income. Some payments such as Family Allowances are paid to all parents with children under 18. Other government payments, social assistance for example, go to those in particular need. Governments also subsidize eduction, health care, day care and other social services. Payments that the government makes to individuals or the goods and services that government provides is paid for by the taxpayer, through provincial and federal sales tax and income tax.

Divide students into groups of three or four. Have the groups brainstorm as many sources of income as possible. One person in each group should serve as recorder and write down all the sources of income identified. The group should then circle all the sources of income which are government payments.

Some possible sources of income are

- Wages and salaries
- Employee benefits
- Family Allowance
- Scholarships and grants
- Awards and prizes
- Loans from financial institutions
- Life insurance benefits
- Annuities
- Interest from savings accounts
- Dividends from investments
- Inheritances and gifts
  (for people over 65)
- Unemployment Insurance payments
- Disability Insurance
- Orphans Allowance
- Social Assistance/Welfare
- Bartering
- Loans from family or friends
- Garage sales
- Second-hand selling
- Lotteries
- Guaranteed Income Supplement
- Crop Insurance payments
- Canada Pension Plan payments

At the conclusion of the activity call the class together again and compile a master-list of sources of income, noting those which are government payments.

An interesting discussion might result regarding the categorization of items such as Canada Pension Plan and Unemployment Insurance payments. Workers' contributions to these plans are deducted from every cheque. Are those payments government payments or are they simply a refund of the workers' own money?

Have students visit, call or write their local provincial and federal offices that administer these income programs. Students can request pamphlets that describe the programs and could share this information in a follow-up class.

Evaluation

To assess whether the objectives have been attained, examine the master-list compiled by the class. Have students identified most of the major sources of income? Can they distinguish government payments from other types of income?

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 11.

What Are Your Spending Habits?

Objectives

Students will be able to

1. Identify the strengths and weaknesses of their personal money management.
2. Suggest ways of improving those areas in which their money management is poor.

Teacher Preparation

Duplicate class set of the handout "Your Financial Check-up."

Time

One class period.

Procedure

Distribute the handout "Your Financial Check-Up." Instruct students to fill out the questionnaire. Emphasize that they should answer questions honestly as there are no right or wrong answers.

Discuss financial areas in which students feel particularly vulnerable. How can they change or correct areas in which their money management is poor. Brainstorm ideas for improving students' money management skills.

Evaluation

Student self-evaluation.

A responsible money manager would have answered "yes" to at least eight out of ten questions — those numbered 1, 2, 3, 7, 8, 9, 12, 13, 14, 15, and 18, and "no" to five out of seven questions — 4, 5, 6, 10, 11, 16, and 17.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 13.

Your Financial Check-Up

		Yes	No
1.	Do you plan ahead and save for large expenditures, i.e., stereo concert tickets, coat, car, designer jeans?	☐	☐
2.	Have you ever kept a written record of your expenditures for at least one month?	☐	☐
3.	Have you ever examined your record of expenditures and made necessary changes in your spending?	☐	☐
4.	Are you often "broke" before your next allowance or income is received?	☐	☐
5.	Do you make yourself miserable and unhappy by wishing for something you want but cannot afford?	☐	☐
6.	Do you think that you spend too much money on personal items, i.e., makeup, haircuts, shampoo?	☐	☐
7.	Can you have fun without spending money?	☐	☐
8.	Do you usually resist the spending pressures of friends?	☐	☐
9.	Are most of your purchases needed?	☐	☐
10.	Do you often borrow money or get an "advance" from your parents or friends?	☐	☐
11.	Do you always buy the latest fashion in clothes?	☐	☐
12.	Do you always know how much money you spend monthly on food eaten away from home?	☐	☐
13.	Do you make a habit to go to more than one store to compare price and quality before deciding on a big purchase?	☐	☐
14.	Would you say that about half or more of your purchases are planned in advance and are not merely "impulse buying"?	☐	☐
15.	Can you resist buying items you don't need even though they're on sale?	☐	☐
16.	Does advertising affect your spending?	☐	☐
17.	Do you owe money?	☐	☐
18.	Do you know what your usual weekly expenses are?	☐	☐

Score:

Count up the "yes" and "no" answers. ___ Yes ___ No

Are you a good money manager?

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students.** Module III. 1991. p. 14.

Before You Go Under

Objectives

Students will be able to:

1. List at least four warning signs which indicate that an individual has too much debt.
2. Identify and recommend some strategies which might be used by debt-troubled people.

Teacher Preparation

Invite a bank credit officer, financial counsellor or home economist to speak to the class about things that people with too much debt can do to get out of trouble.

Time

One class period.

Procedure

Begin the activity by asking students and the guest speaker to identify signs that somebody has too much debt. Some signs are:

- having to let some bills go unpaid each month because there isn't enough money to go around.
- having little or no money left after all payments are made.
- frequent calls from bill collectors.
- having to borrow from friends or relatives to buy basic necessities.

Invite a bank credit officer, financial counsellor or home economist to speak to the class about what people with too much debt can do to get out of trouble. After the guest speaker has completed his/her talk, prepare a class list of things that individuals with too much debt can do. These include:

- Immediately stop using all your credit cards and charge accounts.
- Talk to your creditors and try to work out a reasonable repayment plan.
- Consolidate or refinance your debt.
- With the help of your banker set up a monthly spending plan and stick to it.

Evaluation

Assess Objective #1 by considering the comments that students make when they are identifying the signs of too much debt. Assess Objective #2 by examining students' contributions to the class list of things that debt-troubled people can do to ease their situation.

Additional Activity

have students conduct a survey of your community to learn what types and sources of help are available for debt-troubled people. Some possibilities include government agencies, the church, creditors, consumer organizations, financial institutions, home economists.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 51.

Savings and Investments

For the Teacher

Students completing their high school education probably may not have had enough income to establish a savings or investment plan. If they have saved money, it might have been for a specific purpose such as to buy an expensive item, go on a trip or pay for their post-secondary education.

People save for many reasons, including

- to meet short-term goals
- to provide for emergency needs
- to accumulate money for future investing
- to earn interest
- to provide a feeling of security

There is no risk associated with saving. In fact, people usually gain, because the financial institution promises to pay you a certain amount of interest. The only situation in which you will not gain is when the rate of interest is lower than the inflation rate.

Savings are one type of investment, but there are other types as well. **Stocks, mutual funds** and **gold coins** are some other types of investment. **There is some degree of risk associated with these other types of investment.** Their value goes up and down depending upon the economy.

After leaving high school, young working adults or students living away from home spend a significant portion of their income just on the necessities of life. At this stage of life, expenses are high and incomes are usually lower than they are later in life. There is usually little income available for saving or investing.

The main objective of this section is to familiarize students with the common low-risk savings vehicles such as savings accounts, term deposits and Canada Savings Bonds. It is also important to emphasize that additional eduction or training can be one of the soundest investments of all.

Investments which have some degree of risk should only be considered by individuals who have a firm financial base. Investments can be high-risk or low-risk. The return on investments varies according to the degree of risk involved. Individuals each have their own degree of tolerance regarding risk. It is important only to invest if you are comfortable with where and how much you are investing.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 25.

Savings and Investment Opportunities

Objectives

Students will be able to

1. Describe and assess the degree of risk, earning potential and liquidity of a particular type of investment.

Time

One-half class period for introduction. One hour out-of-class time for research. One class period for preparation of reports and chart.

Procedure

Explain to student that savings are one important type of investment. They are low-risk because the investor is guaranteed a certain rate of interest, but the interest rate is sometimes low. Most savings accounts are highly liquid. That is, it is very easy to et your money back. You just have to go to the bank and withdraw it.

Explain that there are other types of investments such as stocks, mutual funds and real state. There is an element of risk associated with these investments; that is, the rate of return is not guaranteed. It can be high or low, or the investor can even lose money depending on the economy. The degree of liquidity of these investments varies considerably. Stocks can often be sold very quickly, but it may take a long time to sell a piece of real estate.

Divide the class into 11 groups. (In a small class students may need to work alone.) Assign one of the following types of investments to each group:

- Canada Savings Bonds
- Term Deposits
- Guaranteed Investment Certificates
- Stocks
- Mutual Funds
- Coins
- Real Estate
- Commodities Futures
- Gold, Silver
- Diamonds
- Antiques

Students are to research the investment which they have been assigned. They can talk to people in the community who sell or handle that particular type of investment or people who have bought the investment, read financial newspapers, magazines and do other research.

Have each group do the following

- Write a brief report on the investment, describing what it is and how it functions.
- Indicate whether the investment has a low, medium or high level of risk, rate of return (earnings), and liquidity.

At the conclusion of the activity prepare a class chart which summarizes the major point relating to each type of investment.

Students might note that it is not always possible to draw a single conclusion about a category of investment. For example, there is a much lower level of risk with "blue chip" stocks than with the stocks of new and untried companies. This finding can lead to an interesting class discussion.

Evaluation

Examine students' reports on the investment which they were assigned and the information they contributed to the class chart. I the information complete and accurate?

Additional Activities

1. Instead of having students conduct research in the community, invite a panel of experts (people selling or handling different types of investments) to school for a round-table discussion with students.

2. Have students pick a few stocks or mutual funds that interest them and follow the performance of the stocks or funds in the newspaper for a few weeks. Students can graph the stocks' ups and downs.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 30.

Ethical Investments

Objectives

Students will be able to

1. Identify at least two "ethical" stocks or mutual funds.

Teacher Preparation

Provide students with access to financial newspapers such as the **Financial Times**, the **Financial Post** or the business section of the **Globe and Mail**. It is likely that some parents receive those newspapers and would donate back issues to the class.

Time

One class period.

Procedure

Explain to students that many investors prefer to invest in "ethical" stocks or mutual funds. These are the stocks of companies that refuse to invest in South Africa and other repressive countries and the stocks of companies that are environmentally conscious. In recent years, a number of "ethical" mutual funds have been established.

Divide students into groups of two or three. Have each group identify as many "ethical" stocks or mutual funds as they can.

This sort of information is frequently featured in the **Financial Times**, the **Financial Post** and in the business section of the **Globe and Mail**. EthnicScan Canada Ltd., P.O. Box 165, Station S, Toronto, Ontario M5M 4L7, is an information clearinghouse that, for a fee, will provide information on a company's environmental record or identify "environmentally friendly" stocks. Students might also interview a stockbroker on this topic. compile a class list of "ethical" stocks and mutual funds.

Evaluation

Has each group identified two "ethical" stocks or mutual funds?

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 66.

Taxes

For the Teacher

The government provides many services to people including education, health care, highway construction, national defense and police protection. In order to pay for these services, governments tax people. All three levels of government — municipal, provincial and federal — can levy taxes.

There are several types of taxes:

- **Personal income tax** paid by individuals on the basis of their income.
- **Corporate income tax** paid by corporations on the basis of their income.
- **Provincial sales tax** charged on goods sold to consumers. (Alberta and the Northwest Territories do not have sales tax.)
- **Property tax** paid by people who own property, based on the value of their property.
- **Customs duty** paid on goods imported from other countries (note: because of the Free Trade Agreement, customs duties between Canada and the U.S.A. are constantly changing).
- **Business tax** paid by owners of businesses.
- **GST (Goods and Services Tax)** charged on goods and services sold to customers.

Paying taxes is different from many other types of spending, because it is **involuntary**. We have no choice. We are all taxed according to rules and policies established by the government. We must pay our taxes or face legal penalties.

Taxes are one method of sharing income and promoting social and economic well-being among individuals and families. They do this by transferring money through social assistance payments, for example, to those who do not have sufficient income to acquire basic necessities.

By taxing people with incomes and transferring the money to people in need, the government attempts to influence the distribution of income, to reduce poverty and to create fair economic conditions in our society.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 61.

Insurance

For the Teacher

There are three broad categories of insurance:

1. **Property insurance**: insurance on property such as houses, cars, bicycles, boats, etc. This type of insurance pays a benefit if the property is stolen or damaged.
2. **Personal insurance**: insurance which protects individuals in case of illness, accident or death. Life insurance, disability insurance, ental and health insurance fall into this category.
3. **Liability insurance**: if someone is injured on your property and sues you, liability insurance will pay claims which might be made against you.

Peoples' need for insurance varies with their age and responsibilities. For example, a person with no dependents probably doesn't need life insurance, but for a person with several small children, it's a must.

Insurance costs and policies vary greatly from one company to another. Shopping around for insurance is as important as shopping for any other consumer purchase.

Some employers provide life, health, dental and/or disability insurance to their employees as part of a benefits package. Usually the employer and employee share the cost of such a package.

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Living Skills for High School Students**. Module III. 1991. p. 52.

APPENDIX

UNIT 6:
WORLD OF WORK

Career Planning: A Lifelong Process

Some definitions:

CAREER:	The sum total of one's work experiences throughout life. Each person has one career, e.g., Law Cutter, Gas Jockey, Travel Agent, Lawyer, Prime Minister — one person's career.
OCCUPATION:	A general name for a particular field of employment, e.g., Teacher, Engineer, Home Maker are examples of different occupations.
JOB.	A specific time and place of employment, e.g., I am a cook at A & W. Last year I cooked at McDonald's (two different jobs, same occupation).

THERE ARE THREE MAJOR STEPS IN PLANNING ONE'S WORK LIFE (CAREER)

I. SELF—ASSESSMENT

Your own interests, values, needs, skills

I have done:

I would like to do:

Example of resources, methods of study

II. RESEARCHING AND EXPLORING ALTERNATIVES

What's out there? What suits me? (My Self—Assessment)

- Categories/Specific Occupations
  (determined by geography, technology, society's needs and values)
- Employer expectations, job requirements, legal requirements

I have done:

I would like to do:

Example of resources, methods of study:

III. DECIDING AND ACTION PLANNING

- making decisions about school courses
- looking at alternatives for training
- making plans for training/eduction to prepare for one's next career stage
- job search techniques
- preparing a resumé, covering letter, application forms, interviews

I have done:

I would like to do:

Example of resources, methods of study:

Hopes and Dreams

What Do I Want to Achieve	Short-Term	Medium-Term	Long-Term	Date of Achievement	Advantage of Achieving This Goal	My Related Values	Resources Needed (Human/Non-Human)	What Have I Done So Far	Rankin

Functional/Transferable Skill List

○ Circle the skills that you do well

___ Underline the skills that you particularly enjoy using

* Indicate the skills that you would like to develop in the future

A. Using my Hands (Mechanical/Manual Skill)

- fixing/repairing
- building/constructing
- assembling
- operating
- operating machinery or equipment
- showing manual or finger dexterity
- handling with precision or speed
- adjusting/tuning
- designing/inventing
- other

B. Using My Body (Physical Skills)

- motor/physical coordination
- being physically active
- athletic activities
- outdoor activities
- other

C. Using Words (Communication)

- reading
- writing
- talking/speaking
- teaching/training
- editing
- memory for words
- proof reading
- translating
- summarizing

- publishing
- reporting
- interpreting
- defining
- other

D. **Using My Senses (Eyes, Ears, Nose, Taste, Touch)**

- observing, surveying
- examining, inspecting
- diagnosing, determining
- showing attention to detail
- specialized skill with any of the senses
- other

E. **Numerical/Financial Skills**

- number memory
- counting
- taking inventory
- calculating/computing
- budgeting
- bookkeeping
- accounting
- cost analyzing
- estimating
- projecting
- comparing
- financial reporting
- statistical problem solving
- financial record keeping
- managing money
- rapid manipulation of numbers
- other

F. **Institutional and Innovating Skills**

- showing foresight
- having insight
- acting on gut reactions
- rapid/accurate assessment of person or situation
- imaginative
- inventive
- improvisation
- experimental with ideas, procedures or programs
- generate innovative ideas

- adapting from the original
- perception of patterns and structures to third dimension
- memory for design
- acute colour discrimination
- other

G. **Research, Investigative, Analytical and Evaluative Skills**

- researching, information gathering
- analyzing
- organizing, classifying
- problem solving
- diagnosing
- surveying
- interviewing
- inspecting
- examining
- dissecting
- classifying
- testing, screening
- reviewing, evaluating
- critiquing
- comparing, perceiving, similarities
- systematizing, putting things in order
- decision making
- other

H. **Creative Skills/Originality**

- imaginative
- inventive/creative
- designing
- developing
- improvising
- adapting, improving
- other

I. **Artistic**

- playing a musical instrument
- composing music
- fashioning or shaping materials
- dealing creatively with symbols or images
- dealing creatively with spaces, shapes, faces
- dealing creatively with colours
- conveying feelings and thoughts through body, face or voice tone

- conveying feelings and thoughts through drawings, painting, etc.
- using words creatively
- other

J. Serving, Helping, Human Relations Skills

- helping, being of service
- listening intently, accurately
- developing rapport
- conveying warmth, caring
- offering support
- motivating
- healing, curing
- counselling, guiding
- collaborating (teamwork)
- understanding
- demonstrating empathy
- representing other's wishes accurately
- referring
- servicing (e.g., customer relations)
- other

K. Leadership Skills

- starting new tasks, ideas, projects
- taking first move in relationships
- organizing
- leading, directing others
- promoting change or ideas
- making decisions
- taking risks
- public speaking
- negotiating, persuading
- other

L. Detail/Follow Through Skills

- using what others have developed
- following through on plans or instructions
- attending to details
- classifying, recording, filing, retrieving
- orderly organizing of data or records
- operating office/business machines
- copying, reproducing materials
- other

M. Influencing/Persuading Skills

- developing rapport
- inspiring trust
- encouraging others
- promoting
- motivating
- recruiting
- selling
- negotiating

N. Organizing, Planning, Supervising and Managing Skills

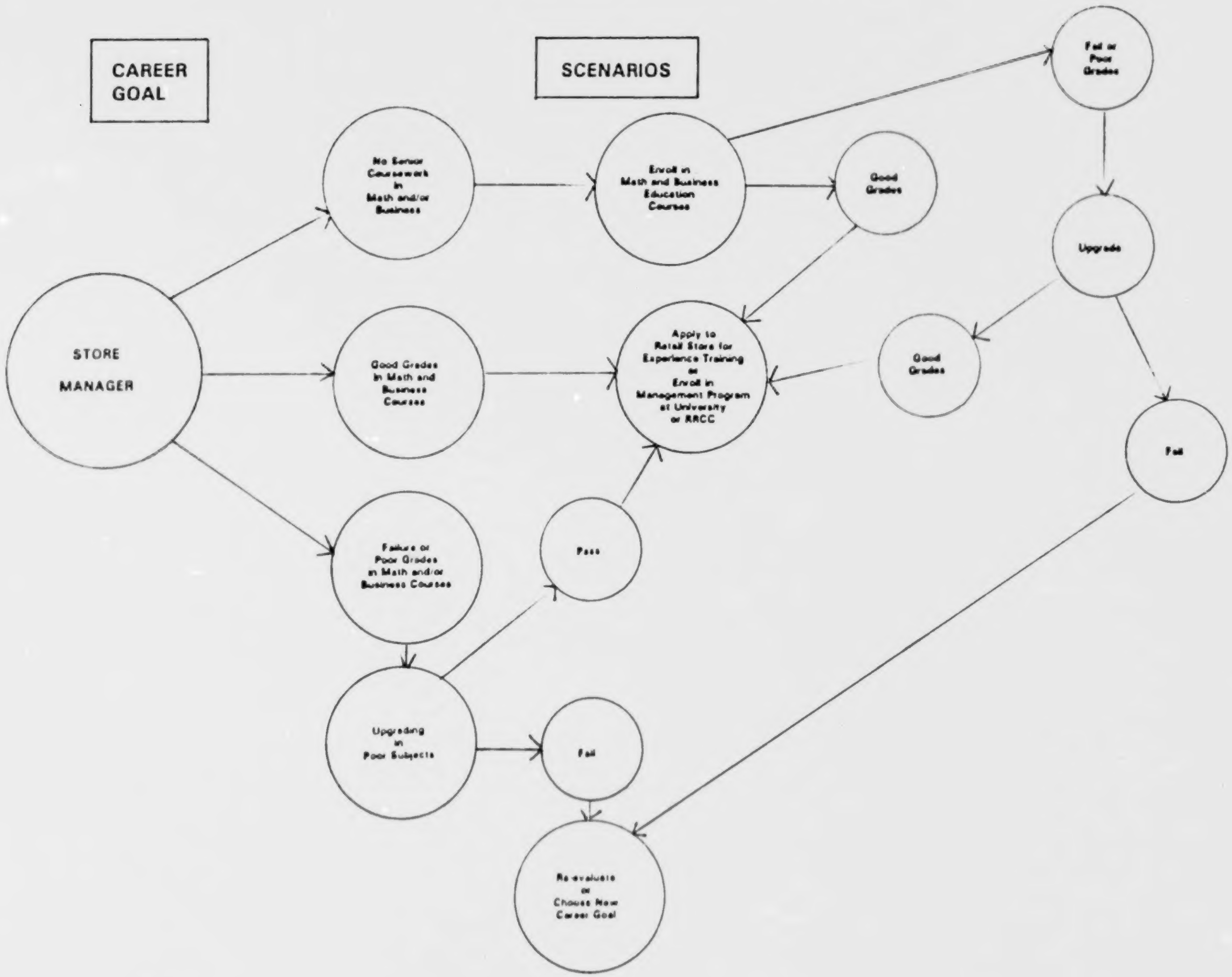
- prioritizing
- policy making
- contracting, delegating
- scheduling
- assigning
- coordinating
- directing
- administering
- trouble-shooting
- recommending
- reviewing
- evaluating
- judging
- other

O. Educating, Instructing, Interpreting, Guiding Skills

- briefing
- informing
- explaining
- teaching/training
- coaching
- advising
- encouraging
- consulting
- facilitating
- clarifying
- counselling
- developing
- other

SKILLS	EXPERIENCES DEMONSTRATING THIS ABILITY

CAREER DECISION FLOW CHART


CAREER GOAL
SCENARIOS
STORE MANAGER
No Senior Coursework in Math and/or Business
Good Grades in Math and Business Courses
Failure or Poor Grades in Math and/or Business Courses
Enroll in Math and Business Education Courses
Fail or Poor Grades
Good Grades
Upgrade
Good Grades
Apply to Retail Store for Experience Training or Enroll in Management Program at University or RRCC
Fail
Pass
Upgrading in Poor Subjects
Fail
Re-evaluate or Choose New Career Goal

Fantasizing Your Ideal Job

Although the purpose of the Career Planning Program is to orient you toward realistic self-assessment and exploration, your fantasies are very real factors in determining what your career choice should be. Before you confront the reality of questions like "What can I do?", "What am I qualified to do?" and "What's available to me right now?", allow yourself to imagine your ideal job. Maybe you see yourself as a computer programmer (even though you would have to start as a keypunch operator), or as a psychologist (even if you still must complete your B.A.). Perhaps you long to have your own business in interior design or landscaping (even though you have very little equity).

Try to get a mental picture of your ideal job. What kinds of activities would you be involved in? What kinds of skills would you be using to perform these activities? What would the working conditions be like? Where would your job be located? What kind of people, data, or things would you work with? How much money would you make? What are the really attractive features of your job?

Jot down your idea as they "pop" into your head. Forget about wording, spelling or the order of your thoughts. Allow yourself to dream.

Personal Fact Sheet

PERSONAL DATA

Surname ______________ First Name ____________ Middle Name __________

Mailing Address: ________________ Permanent Home: ________________

Telephone Number: Home ________________ Messages ________________

Social Insurance Number ____________

Manitoba Health Insurance Commission ______________

EDUCATION

School	Address	Dates Start	Dates Left	Program (e.g., general, academic)

KEY EXPERIENCE PROGRAM INVOLVEMENT

Position	Employer	Address	Dates	Supervising Teacher

NON-SCHOOL COURSES (e.g., first aid, driver training, hunter education)

Course	Certification Date	Skills Learned

ACTIVITIES

Volunteer: (e.g., rodeo attendant, mowing lawns, clean-up committee)

Type of Work	Dates	Skills Learned/Applied

Clubs/Sports/Hobbies: (e.g., student union, 4H, basketball, sewing)

Activity	Dates	Skills Learned/Applied

Awards/Achievements: (e.g., academic, athletic, 4H, service)

Achievement	Dates	Skills Learned/Applied

Equipment Operation: (e.g., adding machine, computer, lawnmower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificate

EXPERIENCE

Note: To help identify your skills and responsibilities, ask yourself

- were you responsible for money?
- did you assist with inventory, ordering and receiving supplies?
- did you operate or repair machinery?
- did you have to keep records or books?
- did you deal with customer complaints?
- did you supervise others?

Home/Neighbourhood Duties: (e.g., mowing lawns, baby-sitting, farm work)

Position: ____________ Dates: ____________
Skills Learned/Applied: ____________
Employer: ____________ Address: ____________ Phone: ____________

Position: ____________ Dates: ____________
Skills Learned/Applied: ____________
Employer: ____________ Address: ____________ Phone: ____________

Formal Employment: (e.g., delivering papers, cashiering, waiting on tables)

Position: ____________ Dates: ____________
Skills Learned/Applied: ____________
Employer: ____________ Address: ____________ Phone: ____________
Supervisor: ____________ Address: ____________ Phone: ____________
Starting Wage: ________ Leaving Wage: ________ Reason for Leaving: ________

Position: ____________ Dates: ____________
Skills Learned/Applied: ____________
Employer: ____________ Address: ____________ Phone: ____________
Supervisor: ____________ Address: ____________ Phone: ____________
Starting Wage: ________ Leaving Wage: ________ Reason for Leaving: ________

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who could provide an employer with accurate, positive, and honest comments about you. You may choose to discuss these questions with your references as well.

Questions for previous employers

Would you rehire this person?

How long was he in your employ?

What were her duties?

Did he get along with others?

Was she reliable? Capable? Punctual?

Why did he leave your company?

Questions for personal references

How long have you know this person?

What could you say about her character?

What are his areas of strength?

What are her areas of weakness?

How do you feel this person could fit into this position/organization?

Source: Special Education Services. **Job Search Information Guide**. Alberta Education. May, 1986.

The Resumé and Covering Letter

If you have looked at ads in newspapers, you may have noticed that some ask applicants to submit a resumé. What is a resumé?

- A resumé is a concise one to four page fact sheet about a person.
- It includes educational history, work experience, extra—curricular involvement, volunteer experience, and references.
- A resumé provides information that an applicant would like an employer to know, whereas an application form asks that an employer wants to know. In other words, a resume is an application that you develop yourself.
- Perusing a resume is one way employers select interview candidates, and also a way you can help organize your thoughts prior to an interview.
- There are four steps in creating a resume:
  - Research
  - Organization and Development
  - Production
  - Distribution
- The first step, **researching** a resume, involves accumulating a record of your past experiences, qualifications, and learning about the job and organization so you can tailor your resume accordingly.
- If you have compiled a personal fact sheet, your personal experiences can be easily selected for inclusion in the resume and thus will make the development phase much easier.
- Learning about the job and the company will require you to talk to the employer. Use the "Application Form, Supplementary Information," p. 5—9 and 5—10, to expand on this.
- In order to complete the second step, **development** of a resume, you must decide what type and format you will use.
- There are two types of resumes. A job specific resume is tailored to each position a person applies for. The more common blanket resume provides a general overview of a person's qualifications and can be submitted for any job.
- Regardless of the type of resume an applicant selects, there are several format that can be used to display experiences.

- The handouts illustrate three common formats called chronological, functional, and crossover.

- The **CHRONOLOGICAL RESUME** is the one preferred by most employers. It lists your experiences in the reverse order in which they happened, i.e., the most recent experiences first. This format is the most popular

  - easiest to compile
  - quickly "skimmed" by the employer
  - easy to keep short and concise
  - shows development of experience in one area of field

- One problem with the chronological resume is that it exposes a poor work history or gaps in employment.

- A second format, the **FUNCTIONAL RESUME** is less commonly used.

- This resume is intended to highlight your special skills or to show where you function well.

- Skills are listed under broad general skill headings.

- If you have gaps in your employment history or minimal work experience, this format might seem beneficial because it does not state company names or dates of past employment.

- However, this could work against you. Employers want to know what specific experience an applicant has and thus may not pay close attention to resumes that don't include this information.

- The third type of format is the **CROSS–OVER RESUME**. As its name implies, it is a cross or combination of the chronological and functional resumes.

- Like the functional resume, you use general skill headings.

- Like the chronological resume, names of employers and dates worked are included under these general skill headings to show specific experience.

- The crossover resume draws less attention to a poor work history than a chronological resume, but it may be difficult to keep concise, requires careful organization, and thus takes longer to compile.

- Remember, these are only the common resume formats. It could be to your advantage to do some research at a library if you feel that none of these formats would produce a resume that reflects your individuality.

- Regardless of the resume format you choose, you always include the same basic information.

- The personal data section should contain a current mailing address and two telephone numbers.

- Your educational training should be stated in an orderly manner and irrelevant non—school courses omitted. It is not necessary to list the subjects you have taken in school.

- When describing your experience, start each sentence with a positive action verb that fully explains what you have done, for example, coordinated, developed, and initiated.

- Include volunteer experience that is job related.

- Special skills include the ability to operate machines or vehicles, additional languages, or special training. It is helpful to describe special skills while listing irrelevant hobbies isn't.

- Additional information is like the general information section on an application form. You might list titles or positions held first and then other related involvements.

- You can list your references or indicate that they are available upon request. This latter is probably better if you are preparing a blanket resume. If you get an interview, it lets you choose the best references for that specific position.

- However, if you do state "references available upon request" remember to take a typed sheet with this information to the interview.

- Be aware of how your resume sounds. Describe personal qualities in a succinct and factual manner. Phrases like "I love working with people" don't tell employers anything. Instead, try more concrete statements like, "I find coordinating group efforts a rewarding challenge" or "I find working with people a beneficial learning experience."

- Some additional tips to make your resume more professional include using the past tense, avoiding over use of the word "I," and making it no more than two pages long.

- When you are ready to complete the third step of resume formation, **producing** the resume, type it on quality white or off—white paper. Before a resume is read, it is felt. Quality paper may set the employer in the right frame of mind for a quality resume. White paper permits better photocopying by the employer if necessary.

- Centre the information on the page so there is at least a one inch border on all sides. Single space between lines and double or triple space between paragraphs.

- The final step in producing your resume is to get someone to proofread it so that typing errors, spelling mistakes, and grammatical errors can be corrected.

- Once you have completed your resume, put yourself in the shoes of a busy employer with 200 resumes to screen. Is yours physically attractive, well—prepared and does it have good content? If only ten applicants are being selected for interviews, will you make it on the strength of your resume?

- Last but not least, if you photocopy your resume, use only good copies that employers can read easily.

- Now you are ready to **distribute** your resume to employers.

- A resume must always be accompanied by a **COVERING LETTER**, even if you submit it in person.

- A covering letter is simply a business letter designed to

  - introduce yourself and your resume to the employer to spark interest in you
  - highlight your related experience that is detailed in your resume
  - request politely an interview at the employer's convenience

- The three basic parts to a covering letter are the introduction, the body, and the closing.

- In the introduction, state the purpose of the letter and the specific job for which you are applying.

- In the body of the covering letter, the next one or two paragraphs, outline your qualifications that relate to that job. Direct the reader's attention to the enclosed resume.

- Finally, the last paragraph or closing of the covering letter should express your interest in the job or company and politely request an interview at the convenience of the employer.

- Remember to put your return address and a telephone number where you can be reached on the letter and to sign and date it.

- A covering letter addressed to a specific person rather than "To Whom It May Concern" is preferable. This requires some homework to find out who in the company is responsible for hiring.

- It is preferable to have your covering letter typed and proofread.

- Staple the covering letter to the front of your resume.

- Using plastic folders or booklets is not recommended. These gimmicks may catch the eye but they don't get you the job. Often gimmicks make your resume difficult to file, read or store so they become nuisances to the employer.

- Avoid folding the resume and covering letter; enclose them in an envelope addressed to the appropriate person.

- One final word — don't worry if it takes you a long time to develop your resume and covering letter. You will probably have to rewrite them many times before you have the finished product. However, this time is well spent. A good resume helps you get the interview — which is the next important step in getting a job.

Supplementary Information

The following action words can be useful when compiling a resume. Use some of them when providing resume information to relate student experience to the development of effective descriptions for job duties.

Administer Programs
Advise People
Analyze Data
Appraise Services
Arrange Social Functions
Assemble Apparatus
Audit Financial Records
Budget Expenses
Calculate Numerical Data
Check Accuracy
Classify Records
Coach Individuals
Collect Money
Compile Statistics
Confront Other People
Construct Buildings
Evaluate Programs
Exhibit Plans
Find Information
Handle Complaints
Handle Detailed Work
Inspect Physical Objects
Interpret Languages
Interview People
Coordinate Events
Correspond
Counsel People
Create New Ideas
Decide Uses of Money
Delegate Responsibility
Design Data Systems
Dispense Information
Display Artistic Ideas
Distribute Ideas
Distribute Products
Dramatize Ideas or Problems
Edit Publications
Endure Long Hours
Entertain People
Estimate Physical Space
Predict Future Trends
Prepare Materials
Print by Hand
Solve Problems
Program Computers
Promote Events
Protect Property
Raise Funds

Invent New Ideas
Investigate Problems
Listen to Others
Locate Information
Manage an Organization
Measure Boundaries
Mediate Between People
Meet the Public
Monitor Progress of Others
Motivate Others
Negotiate Contracts
Operate Equipment
Organize People and Tasks
Persuade Others
Plan Agendas
Plan Organizational Needs

Read Volumes of Material
Record Scientific Data
Rehabilitate People
Repair Mechanical Devices
Review Programs
Run Meetings
Sell Products
Serve Individuals
Set Up Demonstrations
Sketch Charts or Diagrams
Speak in Public
Supervise Others
Teach Classes
Update Files
Write Clear Reports
Write for Publication

Sample Covering Letter

1549 — 11 Street
Hometown, Manitoba
R3A 5B6
June 9, 1985

Ms. P. Collins
Personnel Manager
Hometown Parks and Recreation
#206, 3876 — 5 Avenue
Hometown, Manitoba
R3A 6E2

Dear Ms. Collins:

I would like to apply for the position of playground leader as advertised June 7 in the Hometown Chronicle.

Through my roles as daycamp assistant and teacher's aide, I have become familiar with the preparation of activity plans and supervision of children. As detailed in my resume, I have leadership experience from my roles as students' union vice—president and baseball coach. My active involvement in sports has also helped me develop the energy and experience a playground leader requires.

I am available at your convenience for an interview and may be contacted at 123—4567, or messages may be left with Mrs. Anderson at 765—4321 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Darcey Smith

Sample Chronological Resumé

Darcey Smith
1549 — 11 Street
Hometown, Manitoba
R3A 5B6

Telephone: 123—4567
Messages: 765—4321
between 8:00 and 5:00
(Mrs. Anderson)

Education

1982 — 1985	Central High School — Advanced Diploma 1234 — 56 Avenue Hometown, Manitoba R1J 3Z4 Graduated June, 1985

Employment History

September 1, 1984 — Present Part—time Employment Supervisor: Mr. Bob Wood Telephone: 123—9131	Salesclerk, Eaton's, Centre Mall 1476 — 21 Street, Hometown, Manitoba R7A 3G3 — responsible for customer service in person and over the phone — completed sales transactions — developed merchandise displays
July 1 — August 31, 1984 Summer Employment Supervisor: Ms. Joan Dons Telephone: 123—8233	Groundsperson, Tree National Park, Box 281, Big Mountain, Manitoba R2M 4Q7 — member of "Big Mountain" campside grounds—crew — maintained campsite facilities — conducted visitor survey and helped compile statistics for park information — participated in tree planting program
July 1 — August 31, 1983 Summer Employment Supervisor: Mr. J. Snow Telephone: 234—5678	Daycamp Assistant, Hometown Lion's Club, Box 97, Hometown, Manitoba R5A 3Z7 — supervision of children (ages 4—12 years) — instructed children in games, crafts and camping skills — assisted daycamp leader with activity plans and program evaluation

(Chronological Resume Handout — Page 2)

Volunteer Experience

May — September, 1984

Baseball Coach, Westwood Community League

- organized practice and game schedules
- instructed players on rules and techniques
- supervised games, practices, and tournaments

Special Skills

- Typing: 45 words per minute
- St. John's Emergency First Aid Certificate
- District Public Speaking Award for 4H Speech Competition
- RLSSC Bronze Medallion Swimming Certificate

Additional Information

- teacher's aide for kindergarten students as part of my school work experience program (Central Elementary School, February — June, 1984)
- elected vice—president for the 1984/85 Central High School Students' Union
- developed team skills by playing basketball for two years with the Hometown Hornets

References

- available upon request

Sample Functional Resumé

Darcey Smith
1549 — 11 Street
Hometown, Manitoba
R2A 5B6
Phone: 123—4567
Messages: 765—4321
(Between 8 a.m. and 5 p.m. with Mrs. Anderson)

Planning

As daycamp assistant, supervised and instructed students aged 4 — 12 years. Activities included games, crafts, and camping exercises.

Aided a teacher in planning and conducting learning activities for kindergarten students as part of a school work experience program.

As vice—president of Central High School Students' Union, coordinated events and communicated with planning committees, teachers, and fellow council members.

Leadership

Provided leadership as coach of a junior baseball team. Supervised games and practices, and instructed players on rules and techniques.

Public Relations

Conducted a campground visitor survey that required direct interaction with the public.

Responsible for customer service, sales transactions, and upholding standards in customer relations while working as a salesclerk.

Special Skills

- District Public Speaking Award for 4H Speech Competition
- RLSSC Bronze Medallion Swimming Certificate
- Current St. John's Emergency First Aid Certificate

Education

Completed a high school senior matriculation program, graduated June, 1985, Advanced Diploma.

References

Available upon request.

Sample Cross—Over Resumé

Darcey Smith
1549 — 11 Street
Hometown, Manitoba
R2A 5B6

Phone: 123—4567
Messages: 765—4321
(8:00 a.m. — 5:00 p.m.
with Mrs. Anderson)

PLANNING

Daycamp Assistant — instructed and supervised children aged 4 — 12 years in games, crafts, and camping skills. Assisted daycamp leader with activity plans and program evaluation. Organized special tours.
(Hometown Lion's Club, Box 97, Hometown, Manitoba R5A 3Z7, July — August, 1983)

Teacher's Aide — helped a teacher plan and conduct learning activities for kindergarten students. Involved in over 80 hours of work as part of a work experience program.
(Central Elementary School, February — June, 1984)

Student Vice—President — coordinated student fund—raising and social activities. Delegated responsibilities among student committees.
(Central High School Students' Union, September 1984 — June 1985)

LEADERSHIP

Baseball Coach — organized practice and game schedules, instructed players (ages 10 — 12) on rules and techniques and supervised games, practices, and tournaments.
(Westwood Community League, May — September 1984)

PUBLIC RELATIONS

Salesclerk — responsible for customer service, completing accurate sales transactions and developing merchandise displays.
(Eaton's, Centre Mall, 1476 — 21 Street, Hometown, Manitoba R6A 3G3)

Groundsperson — participated in a campground visitor survey that required direct interaction with the public.
(Tree National park, Box 281, Big Mountain, Manitoba R2M 4Q7)

SPECIAL SKILLS

Current St.John's Ambulance Emergency First Aid Certificate
Typing: 45 W.P.M.
RLSSC Bronze Medallion Swimming Certificate
District Public Speaking Award for 4H Speech Competition

EDUCATION	Graduated from Hometown High School June, 1985 Career Plans: Physical Education Instructor	
REFERENCES:	Mr. J. Snow Hometown Lion's Club Box 97 Hometown, Manitoba R5A 3Z7 Phone: 234–5678	Mr. D. Jones Manager, Eaton's 1467 – 21 Street Hometown, Manitoba R6A 3G3 Phone: 123–9131

Source: Special Education Services. **Job Search Information Guide**. Alberta Education. May, 1986.

Application Form

- One of the most important steps in the job search process is completing an application form. An employer can get a good or bad first impression without ever having met you, just by looking at your application form.

- The following discussion will help you develop an application form that will create a good first impression.

- Read the application form over at least once before you begin. If you have any questions, ask the employer or the person who gave you the form for an explanation.

- Always type or neatly print. If you have trouble printing in small spaces, practice at home. Most employers won't take time to decipher sloppy or cramped writing.

- Use blue or black ink. Although red or orange may stand out more, neither gives a very professional appearance.

- If given the choice, take the application home to fill out so you can take the time to be thorough. You can also have someone proofread it before submission.

- In case you can't take the form home, be sure to have your personal fact sheet with you as it will make completion easier.

- If possible, research the job and/or company before completing the application form. By doing this, you will probably have a better idea of the skills and experiences you should emphasize on the application form.

- Take a look at the handout and go through the sample questions.

- **POSITION APPLIED FOR** means the job you want to do.

- Do not give the slang version of the position title. use the proper title because it is more business like and acceptable to employers. For example, use service station attendant instead of gas jockey, or cashier's assistant instead of bag boy.

- Employers like to hire individuals who have direction. Phrases like "anything" do not how that the applicant is flexible, but that they can't decide.

- If you don't know what positions are available, ask the employer or the person who gave you the form. Also find out if you should fill out a separate application form for each position you apply for with that company, or if you can list available jobs in order of preference on one form.

- A **COMPETITION NUMBER** is often used by large companies and governments to distinguish among various job openings. One number is assigned to each job. It is much like a file number.

- For example, a large company may need two flagpersons, one in Fairview and the other in Nanton. To avoid confusion, the position number in Fairview may have a competition number 932 and the one in Nanton 933.

- If the application form does not have a blank for competition number, this is usually an indication that there isn't one. However, if you are unsure, ask the employer or refer to the job advertisement.

- Where there is a blank, put N/A (not applicable) if there is no competition number assigned to that particular job. By printing N/A you are showing the employer that you have read and understood the question, but it does not apply.

- **PREFERRED LOCATION** is a term used by large companies with openings in different areas.

- The company wants you to indicate the town or city where you want to work. If the business operates in more than one location in one city, they want you to indicate the neighbourhood you prefer.

- **HOW DID YOU LEARN ABOUT THIS COMPETITION**. The company wants to know how you heard about the job so they can advertise effectively, so state where you heard about the job.If it was through a newspaper, give the name and date. If you used a personal contact, be professional and give their full and proper name, not "Mom" or "Uncle Bill." If it was a former employer, state this and give his/her name and position title.

- For **NAME**, as in the personal fact sheet, be sure to give your proper name in the order that it is requested. Generally last name is stated first. The name used here will be shown on pay cheques and income tax forms.

- If you use a name other than your first name (i.e., your second name), underline it so the employer will know what to call you. If everybody calls you by a nickname, put it in parentheses.

- **PART—TIME/PERMANENT/TEMPORARY/SEASONAL** means the term of employment for an advertised job. If you are in doubt, ask the employer.

- Part—time employment is usually work that involves less than 35 hours per week.

- Permanent employment continues over an indefinite period of time.

- Temporary employment involves regular hours over a specific period of time. For example, eight hours per day for two months.

- Seasonal employment occurs according to the season, e.g., landscaping, Christmas gift wrapper, working at a ski resort, road crew.

- If your **MAILING ADDRESS AND PERMANENT HOME ADDRESS** are the same, print it twice unless otherwise instructed. This shows the employer that you are willing to put in a little extra effort while applying for a job, and will likely put out a little extra effort on the job. Your mailing address is where you are currently living and receiving mail, and your permanent address is your parents' mailing address or a place where your mail can be received and forwarded to you.

- Transfer the **TELEPHONE** numbers (i.e., home phone and messages) recorded on your personal fact sheet to the application form. Since school and business hours are usually much the same, employers could have difficulty contacting you. Make it easy for them: give them two numbers and the name of the person who will take your messages.

- Be sure to check with your message—taker before using their number.

- **ARE YOU UNDER 18 YEARS OF AGE** is a question asked for legislative reasons which we will discuss later in the presentation. You simply answer yes or no.

- **CANADIAN CITIZEN OR LANDED IMMIGRANT** asks if you are legally entitled to work in Canada. Only citizens, landed immigrants, and those with work visas can legally work in Canada.

- If an employee is **BONDABLE**,the employer may take out insurance to protect the company from possible loss or damage caused by the employee. This bond does not protect the employee caught stealing or purposely damaging goods from possible legal action, but is insurance for the employer against such loss.

- Typical jobs for which an employee may be bonded include bank tellers, cashiers, couriers, and housekeepers in motels or hotels.

- There are no hard or fast rules concerning who is eligible for bonding. Each case is considered on an individual basis.

- When responding to a question on an application form that asks if you are bondable, unless otherwise informed, indicate that you are. It is then up to the bonding company to decide whether or not to bond you if you are hired.

- Record your **SOCIAL INSURANCE NUMBER**. If you haven't got one yet, be sure to apply for one as soon as possible because you need one to work in Canada.

- If you have applied for one, but haven't received it, print "Applied For."

- **DATE AVAILABLE FOR EMPLOYMENT** means the date when you are able to start work.

- Use a specific date like "June 25, 1985." Words or phrases such as "immediately" or "as soon as possible" don't give the employer enough information.

- Remember to consider vacation plans, when you will finish your exams, or when you will be leaving your present job.

- **DESIRED SALARY** is tricky to answer. Try to find out the starting wage for the position. If you don't know, don't guess. Avoid over–pricing yourself, or getting less than the going rate. Do not leave a blank. Print in "negotiable" if you can't determine an acceptable range.

- Copy your **EDUCATION** information from your personal fact sheet.

- State your highest completed grade. This does not mean the grade that you are currently taking, nor the highest mark that you received in a particular year.

- If you are concerned about not being recognized as still attending school, print "currently enrolled in Grade __" in the space. (Note: presenters should fill in the appropriate grade for that particular class.)

- Post–secondary refers to education beyond high school, such as college, university, apprenticeship courses, etc. Don't be intimidated by this and think that you must have post–secondary education to apply. This question is on the form because one form is usually used for all positions in a company from custodian to manager. Just use N/A if the section doesn't apply to you.

- Sometimes the application form will have a section under Education entitled Other. This corresponds to the non–school courses section of the personal fact sheet.

- The first page of this application form handout asks for personal data and education, which is basic information. Most employers just glance over this information because it doesn't set one applicant apart from the others. However, if this first page is neat, accurate, and complete, the employer may be persuaded to read the second and most important page.

- The second page requires very specific information such as names, dates, and telephone numbers of past employers, supervisors, etc. Your personal fact sheet is very useful for this, and for reminding you of all the job experiences you have had.

- This page gives you a chance to tell the company about yourself, and how you can contribute to the organization.
- Most applications have space under **EMPLOYMENT HISTORY** for you to record three to five previous jobs. They usually ask you to list your most recent employment first.
- Employers want to know several facts about your past employment: past employer name, address, telephone, term of employment, supervisor, starting and leaving wage, positions and duties, and reason for leaving.
- Remember the difference between employer and supervisor that was discussed during the Personal Fact Sheet.
- An employer asks about terms of employment to determine if there are trends in your work history. For example, if you only stayed one month at each of your past jobs, the employer would probably assume that you had a habit of job hopping and might not be inclined to hire you. If each job was a one month project, the employer would react differently.
- Thus when stating your reason for leaving, always provide a brief, positive explanation that will give the employer a better impression.
- What would you indicate on an application form if you were fired from a previous job? It is up to your discretion, but remember that honesty is important. If you were fired, did not indicate this, and the employer later found out, this could be grounds for immediate dismissal. It may be better to state that you are willing to discuss in an interview your reason for leaving.
- Also remember that being fired and being laid off are very different.
- Be careful when providing the reason for leaving because you are also supplying names and phone numbers of previous employers, so any shading of the truth may be discovered.
- Employers are interested in knowing your starting and leaving wages. An increase in wages usually signals improved performance. Also, it might help an employer decide what wage scale interests you.
- Transfer the position and duties information from your personal fact sheet. Remember that employers look for a variety of tasks and usually respond well to action words.
- Don't forget to request permission from all your **REFERENCES** before using their names.

- Use the questions on the personal fact sheet to evaluate yourself and then discuss the questions at the bottom of that handout with your references so they can prepare positive comments about you.

- The **GENERAL INFORMATION** section of the application form is the most important part. It provides an opportunity for you to show the employer that you may be a person worth taking another look at, or inviting to an interview.

- So put down accurate and concise information that will spark employer interest in you. This information can also help the interviewer develop questions to let him/her get to know you better.

- You should be able to draw this information from the Activities section of your personal fact sheet.

- Employers also use this section to assess your written communication skills. Use it to your advantage. How you say something can be just as important a what you say. For example, instead of writing a short phrase such as "student council member," you could say something like "I developed effective organizational and leadership skills during my one year term in the challenging position of Central High Student Council President."

- If possible, relate the information that you provide in this section directly to the job for which you are applying. For example, you could say, "my interaction with children as coach for pre—school gymnastics would help me in developing a youth recreation program," or "responsibilities as secretary—treasurer for the Central High School Student Council have given me accounting skills applicable to bank teller duties."

- Take time to fill this section out carefully and completely. Show the employer your best side.

- The **DECLARATION** is a statement of accuracy validated by the applicant's signature. Write, don't print, and include the date the application form was completed.

- By signing the application form you're making it a legal document.

- Remember the importance of honesty. Falsified or exaggerated information may disqualify an applicant from a position or lead to dismissal if already hired.

- Before you submit your application form, read it over carefully. Ask yourself, "What is my impression of this applicant? Would I hire me?"

- When mailing an application form, be sure to post it well before the competition closing date.

- If you think it will be to your advantage (i.e., give you an opportunity to talk to the employer and thus the chance to make a good first impression), try to deliver the application in—person.

- Remember, your application form is the first piece of work the employer has from you. Try to ensure that it isn't the last.

Supplementary Information

- In many cases it is advisable for students to research jobs before they apply. This can be done through casual conversation or formal, pre—arranged interviews.

- The following is a list of possible contacts for information:

  - the employer (probably the best person to talk to in smaller communities)
  - employees of that business (usually the most accessible people)
  - personnel managers (possibly the only available person in large corporations)
  - libraries (more useful if you are interested in career information rather than a specific job)
  - Chambers of Commerce or the Town Office administration (may be able to give you general business profiles)
  - company literature (some large corporations publish brochures explaining their operations)

- Sample questions are useful for initiating discussion with these contacts:

  - What does the company do?
  - How big is the company?
  - Are they part of a national chain?
  - How many departments are there?
  - Do they hire students for summer work?
  - Do they conduct research?
  - Do they have special equipment?
  - What does the job involve?
  - Exactly what qualifications are they looking for?
  - What would the hours of work be?

- The amount of time spent researching a job depends on the individual's interest and enthusiasm. However, candidates who know what the position is, have some knowledge of the job duties, have at least the minimum qualifications, and are familiar with the company's operations, generally have an easier time with interviews and are rated higher by employers.

Sample Application Form

POSITION APPLIED FOR (Use the appropriate position title. Complete a separate application for each position applied for unless otherwise instructed.)	COMPETITION NUMBER (N/A or specify) PREFERRED LOCATION	HOW DID YOU LEARN ABOUT THIS COMPETITION? (Specific location, person or newspaper)
NAME SURNAME	FIRST MIDDLE	PERMANENT PART–TIME TEMPORARY SEASONAL (Circle one neatly)
MAILING ADDRESS (Include the postal code)	PERMANENT HOME ADDRESS (Repeat the mailing address if it is the same as the home address)	
TELEPHONE RESIDENCE	BUSINESS/MESSAGES (Establish two numbers you can use)	ARE YOU UNDER 18 YEARS OF AGE? Yes No (Circle one)
CANADIAN CITIZEN OR LANDED IMMIGRANT Yes No (Circle one)	ARE YOU BONDABLE? Yes No (Circle one)	SOCIAL INSURANCE NUMBER (Complete or note that you have applied for one)
IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT? (Provide the specific date)		DESIRED SALARY (Use 'negotiable' or better yet research the position to determine a realistic range)
EDUCATION INSTITUTION	STARTED LEFT MONTH YEAR MONTH YEAR	HIGHEST GRADE CERTIFICATE/DIPLOMA

SECONDARY (Copy information from your personal fact sheet)

POST–SECONDARY N/A

OTHER (i.e., non–school courses

EMPLOYMENT HISTORY

EMPLOYER: (Most recent first) ADDRESS: TELEPHONE: TERM OF EMPLOYMENT: SUPERVISOR: REASON FOR LEAVING: (State in a positive manner)	POSITION AND DUTIES: (Use a copy of the job description or detail specific activity. Use action words.)

REFERENCES

	NAME	ADDRESS	TELEPHONE	OCCUPATION	YEARS KNOWN
1	(Check with references prior to using their names)				
2					
3					

GENERAL INFORMATION (Hobbies, Activities, Volunteer Work)

(Use action words to describe additional skills, experiences, or extra curricular activities related to the position.)

DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement may disqualify me from employment or cause my subsequent discharge if I am employed.

DATE: ____________________ SIGNATURE: ____________________

Equality in the Workplace

Today many people in our society believe that both females and males should select a career that interests them not one that reflects traditional gender stereotypes. An increasing number of women are choosing careers in fields which were once considered inappropriate for females.

The figures below are taken from census data collected by Statistics Canada. They show the number of females and males in certain occupations for the census years of 1971, 1981 and 1986. use these figures to draw a bar graph or a series of pie charts.

Occupation	1971	1981	1986
Air Pilots			
Male	4,140	7,865	7,425
Female	15	255	320
Police Officers and Detectives			
Male	38,295	52,915	52,270
Female	590	2,275	3,285
Physicians and Surgeons			
Male	25,695	33,620	36,840
Female	2,885	6,925	9,840
Dentists			
Male	6,120	9,490	10,420
Female	310	800	1,590
Veterinarians			
Male	1,640	2,820	2,720
Female	75	550	1,440

Other Resources: Non-Traditional Careers For Men and Women

Building the Future: Profiles of Canadian Women in Trades. Publications Distribution Centre, Labour Canada, Ottawa, ON K1A 0J2.

Job Futures, July 1990. Economic Services Branch, Employment and Immigration Canada, 500-259 Portage Avenue, Winnipeg, MB R3G 3L4, 945-4095.

Manitoba Directory, 1986. Project Mentor, Youth Employment Counselling Centre, St. Clair College Community Agency.

Mathematics: The Invisible Filter, 1985. Mathematics Department, Toronto Board of Education, 155 College Street, Toronto, ON M5T 1P6.

Non-Traditional Trades for Women (632-2271, Red River Community College

Positive Images of Women, Manitoba Education and Training, 1989.

Trends and Perspectives, 1991. Planning Environment Assessment Document. #CA077/3/91. Material Management, National Headquarters, EIC, 3rd floor, Place du Portage, Phase IV, 140 promenade du Portage, Ottawa, ON K1A 0J9.

What Will Tomorrow Bring, 1985. Canadian Advisory Council on the Status of Women, Canadian Council of Social Development, 55 Parkdale Avenue, Ottawa, ON K1Y 1E5, ISBN 0-660-117770.

When I Grow Up, 1986. Publication Distribution Centre, Labour Canada, Ottawa, ON K1A 0J2.

Women in Science and Technology, University of Manitoba, presentation.

Women in Trades Association, 516 Wardlaw Avenue, Winnipeg, MB R3L 0L9.

Post-Secondary Institutions in Manitoba

Assiniboine Community College
Admissions Officer, 726-6600
(1-800-862-6307)
(FAX 726-6753)
1430 Victoria Avenue E
Brandon, Manitoba R7A 5Z9
Resources available include a wall chart, synopsis of courses, brochures on each program.

Assiniboine Community College
Parklands Campus
520 Whitmore Drive
P. O. Box 4000
Dauphin, Manitoba R7N 2V5
638-4908
FAX 638-3941

Brandon University
Student Services
Liaison Officer
Brandon, Manitoba R7A 6A9
727-9769
FAX 726-4573
Resources available include an admissions handbook

Canadian Forces Recruiting Centre
280 Smith Street
Winnipeg, Manitoba R3C 1K2
983-3680

Department of Labour
Apprenticeship Division
816 Norquay Building
Winnipeg, Manitoba R3C 0P8
945-3337

Department of Labour
Apprenticeship Division
340 - 9th Street
Brandon, Manitoba R7A 6C2
726-6361

Keewatin Community College
Admissions Office
P. O. Box 3000

The Pas, Manitoba R9A 1M7
632-3416
FAX 623-7316

Manitoba Association of Registered Nurses (MARN)
Nursing Education
647 Broadway Avenue
Winnipeg, Manitoba R3C 0X2
774-3477
(1-800-665-2027)
FAX 775-6052

Non-Traditional Women's Program
632-2271

Red River Community College
Admissions Director, 632-2325
(1-800-982-7401)
2055 Notre Dame Avenue
Winnipeg, Manitoba R3H 0J9
(Synopsis of Courses)
Wall Chart can be reduced to handout size, brochure on each program

University of Manitoba
Liaison Officer, 474-8805
(1-800-432-1960)
424 University Centre
Winnipeg, Manitoba R3T 2N2
(Admissions Handbook)
(Living in Winnipeg On or Off Campus)
Admissions Wall Chart can be reduced to two pages for handouts

University of Winnipeg
High School Liaison, 786-9147
515 Portage Avenue
Winnipeg, Manitoba R3B 2E9
(Admissions Handbook)
Admissions Wall Chart can be reduced to handout size

The Application Form

Objectives: Students will be able to:

1. Accurately and neatly complete a job application form.

Teacher Preparation: Before beginning this activity, have students visit local business and obtain copies of the application forms that they ask job seekers to fill out. Photocopy enough copies of each form so that each student will have three or four different application forms. (All students don't need the same forms.) Duplicate a class set of the handout "Tips for Completing Application Forms."

Time: One class period.

Procedure: Explain to students that many employers ask job seekers to fill out an application form in addition to providing a copy of their resume. It is important that application forms be completed as fully and as accurately as possible, and that they be neat and easy to read. A poorly completed or messy form makes a bad impression.

Distribute the handout "Tips for Completing Application Forms" and briefly review it with students. Then distribute three or four blank sample application forms to students and ask students to complete them. Students can work individually or in pairs.

Evaluation: Examine students' completed forms. Are they accurate and neat? Would they be acceptable to an employer?

Additional Activities: Have students pretend that they are employers. They can be in any kind of business that appeals to them. Have them design an application form that they would distribute to job seekers.

Tips For Completing Application Forms

- **Have all the necessary information you'll need with you**: names, addresses, and start/finish dates of past employment, education and training; details of past job duties; and names and addresses of references.
- **Obtain two copies of the form**, one for practice, the other your "good" copy. Spend as much time as you need to fill it out correctly and neatly. If possible, take it home with you.
- **Read the instructions carefully** and answer as you're asked. If questions don't apply to you, use "N/A" or "not applicable." Answer truthfully. It's almost impossible to repair the damage if you're caught in a lie.
- **Be specific about the type of position you are applying for**. An answer like "anything" or "whatever you have open" doesn't let the employer know what you can do.
- **List past work experience** from most to last recent employers. Include start and finish dates, names of companies, job titles and duties, and positive results achieved on the job.
- When listing **educational information**, include dates of attendance, names of schools, and certificates obtained. If significant to the job, include training courses taken, special awards obtained or offices and memberships held.
- Past salaries and current salary expectations are sometimes requested. Depending on how you feel about being "pigeon—holed" at a certain salary, you can either indicate a range or state you're open to negotiation.
- If there is one, fill in the "Additional Comments" section. It's the one place on the form you can expand upon your personal skills, strengths, and reasons for being interested in the job.
- **Don't provide copies of your marks, performance appraisals or letters of recommendation unless asked.** But, if you are an artist, writer, draftsperson, etc., take along a portfolio of your work. Some employers will ask to see samples.
- Once completed, **check the form over**. Is all the information included accurate, neatly presented, and in the right place?

Tips For Preparing For Interviews

- The way you dress says a lot about you. Make sure you appear neat and dress in the manner appropriate for the job. You'll be judged on your overall appearance even before you get a chance to speak. Neatness shows you care about yourself and, it follows, you probably care about the work you do.

- Have the full name of the company and the interviewer, and know how to pronounce them. Write down the time and address of the interview.

- Review your resume. Be able to give, without ums...ahhs...hmms..., your training, education, background, and a brief organized history of your work experience.

- Decide what information you want your employer to learn about you. Think of how you can take advantage of the discussion. Keep relating the conversation back to your achievements and experience.

- Practise giving your answers to likely questions — in your mind, on paper, aloud in front of a mirror, or with a tape recorder — which ever method works best. If you want someone to evaluate how you come across, role—play with someone acting the part of an interviewer.

- Go over the information you gathered about the company. The importance of knowing as much as possible about a job opportunity and the potential employer cannot be over—emphasized.

- Remind yourself of additional information you want about the job. You'll have to make a decision as to whether or not the job and company really interests you if you are offered the job. So prepare questions you can ask — "why is the position vacant?", "what is the first priority of the job?", "what employee characteristics are you looking for?".

- If you're not sure how long it will take to get from home to the interview location, make a test run. Allow extra travel time in case something unexpected happens. Arrive ten minutes early, rested and alert. It gives you a chance to look yourself over, and shows your concern for others.

- Allow for as much time as the interview may require. For example, don't park your car at a limited time meter or make arrangements to meet someone an hour later.

- Take only what you need, and go to the interview alone. Taking along friends or relatives may give the impression you're insecure or not capable of doing things on your own.

Tips For Handling Interviews

- Be pleasant, honest, and sincere with everyone in the office. The employer often asks other staff members for their opinions.
- Briefly outline your training, qualifications and experience.
- Don't smoke, chew gum or drink coffee.
- Express interest and enthusiasm. What you know from your research will show you're keen about getting the job.
- Avoid "yes" or "no" answers. They're conversation—stoppers that don't let you share anything valuable about yourself.
- Point out connections between your capabilities and the employer's needs that you might consider obvious. The interviewer may not have made the link (e.g., "I worked for two summers in the accounting department at Arrow Construction, sot his should shorten the length of time you'll need to spend training me.")
- Don't hesitate to ask for clarification on a poorly—phrased or puzzling question. It's unwise to answer a question you don't understand. And it's best to respond "I don't know" if you don't have the answer.
- If asked something you're not prepared for, request time for a moment to think about it, and then give a response.
- Avoid mentioning how much you need the job. By applying, you've indicated to the employer that you want the job. What interests the employer now, is what you can do for the company.
- Ask questions. This shows that you're informed, and that you've put some thought into applying for the job. And be attentive to their answers.
- Agree cheerfully with any requests to fill out application forms or furnish references.
- Leave the matter or wages, hours, and benefits until after the job has been offered to you. chances are these will be explained without your asking.
- If you've found employers raising the same objections time and time again such as "you haven't much/any work experience," you've always worked in the same setting," or "your health appears poor," rather than being on the defensive, explain why this would not be a problem. Any reasons employers may have for not wanting to hire you can be disproved.

- If you get the impression the interview is not going well — don't let your discouragement show. You have nothing to lose by continuing the appearance of confidence. The last few minutes may change things. Remaining confident and determined can only make a good impression.

- Leave promptly when the interview is over, with a good-natured courteous farewell.

- If you don't get the job, it's appropriate to ask the reason why. This will help you in your next job interview.

Some Questions Employers Ask

- Why do you think you would like to work for our company?
- What interests you most about our product?
- Have you had any experience in this type of work?
- Tell me why I should hire you for this job?
- What are your long—term career plans?
- What do you know about our company?
- What did you like best about your last job? What did you like least?
- Why did you leave your last job?
- What are your hobbies?
- Which of your school subjects interests you most?
- How did you spend your summer vacations?
- Do you enjoy reading? What type of book interests you?
- Would you be prepared to work in a branch office in another city?
- What do you think your special abilities are?
- Do you prefer working with others or by yourself?
- Do you like routine work?

The Thank You Letter

Objectives: Students will be able to

1. Write a thank you letter to a person who interviewed them for a job.

Teacher Preparation: Duplicate a class set of the handout "Sample Thank You Letter."

Time: One—half class period.

Procedure: Explain to students that after an interview it is a good idea to write a short thank you letter to the person who interviewed you. Thank you letters:

- tell the employer that you are courteous and thoughtful
- set you apart from most applicants
- remind the employer of you in a positive way
- give you an opportunity to re—emphasize why you should be hired for the job or to remind the employer of your qualifications

The thank you letter should be written a day or two after the interview. A thank you letter appears on the handout "Sample Thank You Letter." Have students work individually. Each should write a thank you letter to a person who interviewed him or her. they can base their thank you letter on the role—play of a job interview in the previous activity if they wish.

Evaluation: Examine students' letters. Are they polite and appreciative? Are they neat and free of spelling or grammatical errors? What impression would they give to a potential employer?

Sample Thank You Letter

To accompany Activity #2, "The Thank You Letter"

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740 — 4 Avenue
Lethbridge, Alberta
T1J 4J6
June 24, 1990

Mr. George Benson
Director, Drylands Nature centre
Parks and Recreation Department
City of Lethbridge
Lethbridge, Alberta
T1J 4C7

Dear Mr. Benson:

Thank you very much for our discussion today regarding your current opening. I would like to add that I often had the opportunity to help my Grade 10 and 11 biology teachers set up displays and equipment for our labs and classes. What worked for those displays would come in handy for some of the new displays that you're planning for the summer.

My experience the last two summers as a tour guide at The Pioneer Museum, and my knowledge and special interest in plants and wildlife of Alberta, would also enable me to make a positive contribution to your department.

Again, my thanks for your consideration today. It was a pleasure to meet you.

Yours sincerely,

Lillian Kerk

Source: Federal/Provincial Consumer Education and Plain Language Task Force. **Project Real World: Economic Skills for Highschool Students.** Module IV. 1991, pp. 35, 100, 101, 104, 105, 106, 107, 108.

Manitoba Human Rights Commission

Employers Self-Assessment Questionnaire

How Well Do You Know the Manitoba Human Rights Code?

Indicate whether each of the following statements is true or false.

True/False

1. Employers are not responsible for the acts of discrimination at the workplace.

2. Except under limited circumstances, it is not permissible to inquire as to an applicant's racial or ethnic origin.

3. It is inappropriate to ask applicants to include photographs with their applications.

4. It is permissible to specify to an employment agency that they should try their best to send you applicants from a particular racial or ethnic background.

5. Maintaining statistics on the racial or ethnic composition of your workplace is legal.

6. As an employer, you would be justified in dismissing an employee for threatening to file a complaint of discrimination against you.

7. It is acceptable to ask on the application form whether an applicant is legally entitled to work in Canada.

8. The following advertisement is illegal: "Chef wanted for Japanese restaurant — must be Japanese."

9. Persistent racial name-calling at the workplace is inappropriate but not illegal.

10. The employment sections of The Manitoba Human Rights Code do not apply to part-time and temporary employees.

11. Workplace discrimination must be intentionally committed by the employer before it constitutes a contravention of The Manitoba Human Rights Code.

Answers: Employers Self-Assessment Questionnaire

1. **FALSE**
In most instances, employers ARE responsible for acts of discrimination at the workplace whether or not they committed the act themselves. Managers and supervisors have a responsibility to maintain a discrimination-free work environment and will be held liable under **The Code** if they do not exercise their authority to prevent or discourage discriminatory behaviour of which they are aware.

2. **TRUE**
It is not permissible to inquire into a prospective employee's racial or ethnic origin in either an application form or a job interview.

Section 14(4) of **The Code** states: "no person shall use or circulate any application form for an employment or occupation, or direct any written or oral inquiry to an applicant for an employment or occupation that
(a) expresses directly or indirectly a limitation, specification or preference as to any of the characteristics referred to in subsection 9(2); or
(b) requires the applicant to furnish information concerning any characteristic referred to in subsection 9(2);
unless the limitation, specification or preference or the requirement to furnish the information is based upon bona fide and reasonable requirements or qualification for the employment or occupation."

The characteristics as referred to in subsection 9(2) include:
(a) ancestry, including colour and perceived race;
(b) nationality or national origin;
(c) ethnic background or origin;
(d) religion or creed, or religious belief, religious association or religious activity;
(e) age;
(f) sex, including pregnancy, the possibility of pregnancy, or circumstances related to pregnancy;
(g) gender-related characteristics or circumstances other than those included in clause;
(h) sexual orientation;
(i) marital or family status;
(j) source of income;
(k) political belief, political association or political activity;
(l) physical or mental disability or related characteristics or circumstances, including reliance on a dog guide or other animal assistant, a wheelchair, or other remedial appliance or device.

3. **TRUE**
This protects applicants from being screened out prior to an interview because of their colour or physical appearance. After the applicant is hired, it may be reasonable to request a photograph for security reasons.

See answer #2 for section 14(4) of **The Code**.

4. **FALSE**
Employers cannot request an employment agency or anybody else to discriminate illegally on their behalf.

Section 14(5) of **The Code** states: "No person who undertakes, with or without compensation, to
(a) obtain any other person for an employment or occupation with a third person; or
(b) obtain an employment or occupation for any person; or
(c) test, train or evaluate any other person for an employment or occupation; or
(d) refer or recommend any other person for an employment or occupation; or
(e) refer or recommend any other person; for testing, training or evaluation for an employment or occupation;
shall discriminate when doing so, unless the discrimination is based upon bona fide and reasonable requirements or qualifications for the employment or occupation.

5. **TRUE**
In developing, implementing and monitoring an effective equal opportunity program, you will need to keep records of the ethnic and occupational distribution of your workforce. You may wish to consult with the Manitoba Human Rights Commission on the best way to do this. You may maintain these statistics for legitimate purposes as long as they are not kept for any discriminatory purpose. There may be valid reasons for keeping such statistics in order to diagnose where under-representation and under-utilization of visible and other minorities is occurring. Another reason that such information may be lawfully requested from the employer is for the purposes of investigating a complaint of discrimination.

6. **FALSE**
Every employee has the right to file a complaint of discrimination without fear of reprisal. You cannot dismiss an employee for exercising this right.

Section 20 of **The Code** states: "No person shall deny or threaten to deny any benefit, or cause or threaten to cause any detriment, to any person on the ground that the other person
(a) has filed or may file a complaint under this Code; or
(b) has laid or may lay an information under this Code; or

(c) has made or may make a disclosure concerning a possible contravention of this Code; or
(d) has testified or may testify in a proceeding under this Code; or
(e) has participated or may participate in any other way in a proceeding under this Code; or
(f) has complied with, or amy comply with, an obligation imposed by this Code; or
(g) has refused or may refuse to contravene this Code.

7. **TRUE**

As an employer, it is your right to determine whether an applicant is legally entitled to work in Canada and such a question may be asked on the application form. If doubt of such eligibility persists, you may require proof of eligibility before a final job offer is made.

8. **TRUE**

Employment advertising must not disqualify potential applicants on the basis of a prohibited ground of discrimination — in this case, ethnic origin. In order to be a chef in a Japanese restaurant, you must be skilled in Japanese cooking; you do not have to be Japanese.

Section 14(3) of **The Code** states: "No person shall publish, broadcast, circulate, or display, or cause to be published, broadcast, circulated or displayed, any statement, symbol or other representation, written or oral, that indictees directly or indirectly that any characteristic referred to in Section 9(2) is or may be a limitation, specification or preference for an employment or occupation, unless the limitation, specification or preference is based upon bona fide and reasonable requirements or qualification for the employment or occupation."

9. **FALSE**

Persistent name-calling is harassment and as such is illegal under **The Code**.

Section 19(1) of **The Code** states: "No person who is responsible for an activity or undertaking to which this Code applies shall
(a) harass any person who is participating in the activity or undertaking; or
(b) knowingly permit, or fail to take reasonable steps to terminate, harassment of one person who is participating in the activity or undertaking by another person who is participating in the activity or undertaking."

Section 19(2) of **The Code** states: "In this section "harassment" means
(a) a course of abusive and unwelcome conduct or comment undertaken or made on the basis of any characteristic referred to in subsection 9(2); or
(b) a series of objectionable and unwelcome sexual solicitations or advances; or

(c) a sexual solicitation or advance made by a person who is in a position to confer any benefit on, or deny any benefit to, the recipient of this solicitation or advance, if the person making the solicitation or advance knows or ought to reasonably know that it is unwelcome; or

(d) a reprisal or threat of reprisal for rejecting a sexual solicitation or advance."

10. **FALSE**

The Code is clear: "No person shall discriminate with regard to any aspect of an employment or occupation unless the discrimination is based upon bona fide and reasonable requirements or qualification for the employment or occupation." – Section 14(1).

Section 14(13) of **The Code** states: "in this section, "employment or occupation" includes

(a) work that is actual or potential, full-time or part-time, permanent, seasonal or casual, and paid or unpaid; and

(b) work performed for another person under a contract either with the worker or with another person respecting the worker's services."

11. **FALSE**

Under **The Manitoba Human Rights Code**, it is the result rather than the intent of an action, policy or practice that is considered when determining whether or not discrimination has occurred. An employer may not intentionally have discriminated. However, if the result of his/her action has an adverse impact on a group covered by **The Code**, this would be considered discrimination.

Section 9(3) of **The Code** states: "In this Code, "discrimination" includes any act or omission that results in discrimination within the meaning of Subsection 9(1), regardless of the form that act or omission takes and regardless of whether the person responsible for the act or omission intended to discriminate.

Section 9(1) of **The Code** states: "In this Code, discrimination means

(a) differential treatment of an individual on the basis of the individual actual or presumed membership in or association with some class or group of persons, rather than on the basis of personal merit; or

(b) differential treatment of an individual or group on the basis of any characteristic referred to in subsection 9(2); or

(c) differential treatment of an individual or group on the basis of the individual's or group;s actual or presumed association with another individual or group whose identify or membership is determined by any characteristic referred to in subsection 9(2); or

(d) failure to make reasonable accommodation for the special needs of any individual or group, if those special needs are based upon any characteristic referred to in subsection 9(2).

Case Study

A woman student applies for a summer job in the warehouse of a local company. She is given a job at $5.00 per hour. After awhile, she notices that all of the forklift drivers are male. They make $6.00 per hour. She later learns that they are all like her, new employees with no previous experience at forklift driving. they are trained on the job. When she complains, she is told that it is noting personal, it is just that the guys learn quicker being more mechanically inclined, also they are stronger and better suited to the work. Also, in the past, they used to do a mechanical test, males and females, and the females always scored lower so they stopped and just gave the forklift jobs to men.

Can she file a complaint?

Case Study

You are interviewing an applicant for a job. You recognize him as being the man you say on the front page of the newspaper holding a placard at the Gay pride march. You are concerned about AIDS in the workplace as the job involves handling food, so you ask him if it was him you saw in the newspaper and he confirms that it was. You decide the risk is just too high, that he may have AIDS and decide not to offer him the job.

Have you discriminated unlawfully; can you "on reasonable grounds" deny him the job?

Suppose you ask him to get tested and offer him employment on the basis of a medical report that he is HIV/AIDS free?

Chapter W210

The Workplace Safety and Health Act

General duties of workers.

1 Every worker while at work shall, in accordance with the objects and purposes of this Act,

(a) take reasonable care to protect his safety and health and the safety and health of other persons who may be affected by his acts or omissions at work;

(b) at all times, when the nature of his work requires, use all devices and wear all articles of clothing and personal protective equipment designated and provided for his protection by his employer, or required to be used and worn by him by the regulations;

(c) consult and co-operate with the workplace safety and health committee, where such a committee exists, regarding the duties and matters with which that committee is charged under this Act;

(d) consult and co-operate with the worker safety and health representative, where such a representative has been designated, regarding the duties and matters with which that representative is charged under this Act;

(e) comply with this Act and the regulations; and

(f) co-operate with any other person exercising a duty imposed by this Act or the regulations.

General duties of self-employed persons.

6 Every self-employed person shall, in accordance with the objects and purposes of this Act,

(a) conduct his undertaking in such a way as to ensure, so far as is reasonably practicable, that he or any other person is not exposed to risks to his or that person's safety or health, arising out of, or in connection with, activities in his workplace;

(b) comply with this Act and the regulations; and

(c) co-operate with any other person exercising a duty imposed by this Act or the regulations.

Duties of principal contractor.

7 Every principal contractor engaged in a project shall, in accordance with the objects and purposes of this Act, ensure, so far as it is reasonably practicable, that every employer, every worker, and every self-employed person performing work in respect of that project complies with this Act.

Effect on compensation.

8 The failure to comply with any provision of this Act or the regulations does not affect the right of a worker to compensation under The Workers Compensation Act.

Effect on liabilities
9 The liabilities and obligations of any person under The Workers Compensation Act are not decreased, reduced, or removed, by reason only of his compliance with the provisions of this Act or the regulations.

Division to administer Act.
10 The minister shall administer this Act through the division within the department known as the workplace safety and health division and shall appoint a person as the director of the division to manage and carry out its affairs.

General objects and purposes.
2(1) The objects and purposes of this Act are

(a) to secure workers and self-employed persons from risks to their safety, health and welfare arising out of, or in connection with, activities in their workplaces; and

(b) to protect other persons from risks to their safety and health arising out of, or in connection with, activities in workplaces.

Specific objects and purposes
2(2) Without limiting the generality of subsection (1), the objects and purposes of this Act include

(a) the promotion and maintenance of the highest degree of physical, mental and social well-being of workers;

(b) the prevention among workers of ill health caused by their working conditions;

(c) the protection o workers in their employment from factors promoting ill health; and

(d) the placing and maintenance of workers in an occupational environment adapted to their physiological and psychological condition.

Application of Act.
3 The Act applies to

(a) the Crown in right of Manitoba and every agency of the government;

(b) every employer, worker and self-employed person whose workplace safety, health and welfare standards are ordinarily within the exclusive jurisdiction of the Legislature to regulate; and

(c) the Crown in right of Canada, every agency of the government of Canada, and every other person whose workplace safety, health and welfare standards are ordinarily within the jurisdiction of the Parliament of Canada, to the extent that the Crown in right of Canada may submit to the application of this Act.

General duties of employers.
4(1) Every employer shall in accordance with the objects and purposes of this Act

(a) ensure, so far as is reasonably practicable, the safety, health and welfare at work of all his workers; and

(b) comply with this Act and regulations.

Further duties of employer.

4(2) Without limiting the generality of an employer's duty under subsection (1), every employer shall

(a) provide and maintain a workplace, necessary equipment, systems and tools that are safe and without risks to health, so far as is reasonably practicable;

(b) provide to all his workers such information, instruction, training, supervisior and facilities to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all his workers;

(c) ensure that all his workers, and particularly his supervisors, foremen, charagehands or similar persons, are acquainted with any safety or health hazards which may be encountered by the workers in the course of their service, and that workers are familiar with the use of all devices or equipment provided for their protection;

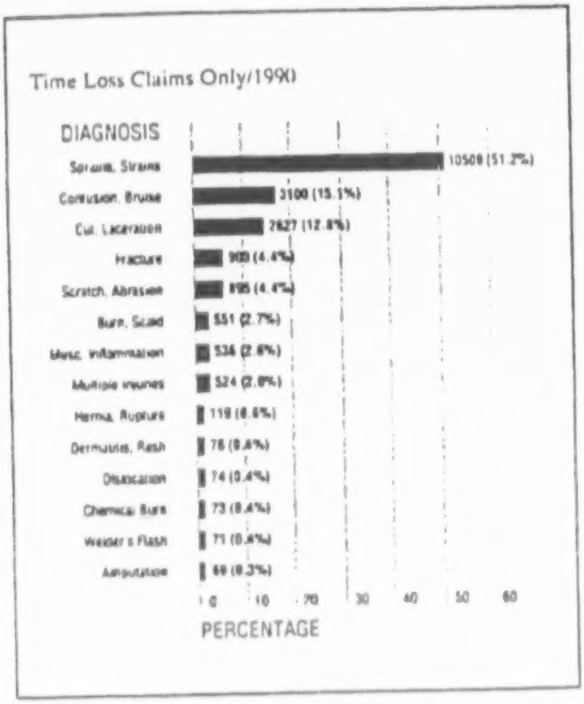
(d) conduct his undertaking in such a way a to ensure, so far as is reasonably practicable, that persons who are not in his service are not exposed to risks to their safety or health arising out of, or in connection with activities in his workplace;

(e) consult and co-operate with the workplace safety and health committee where such a committee exists, regarding the duties and matters with which that committee is charged under this Act;

(f) consult and co-operate with the worker safety and health representative where such a representative has been designated, regarding the duties and matters with which that representative is charged under this Act;

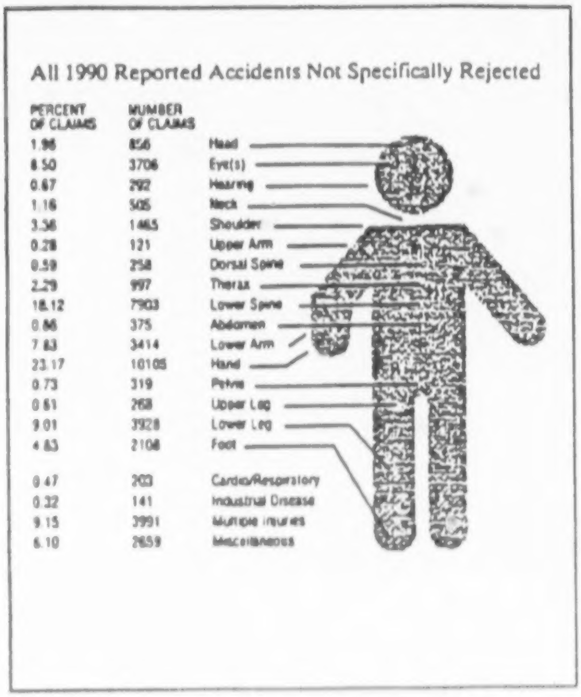
(g) co-operate with any other person exercising a duty imposed by this Act, or the regulations.

Figure 1



Time Loss Claims Only/1990

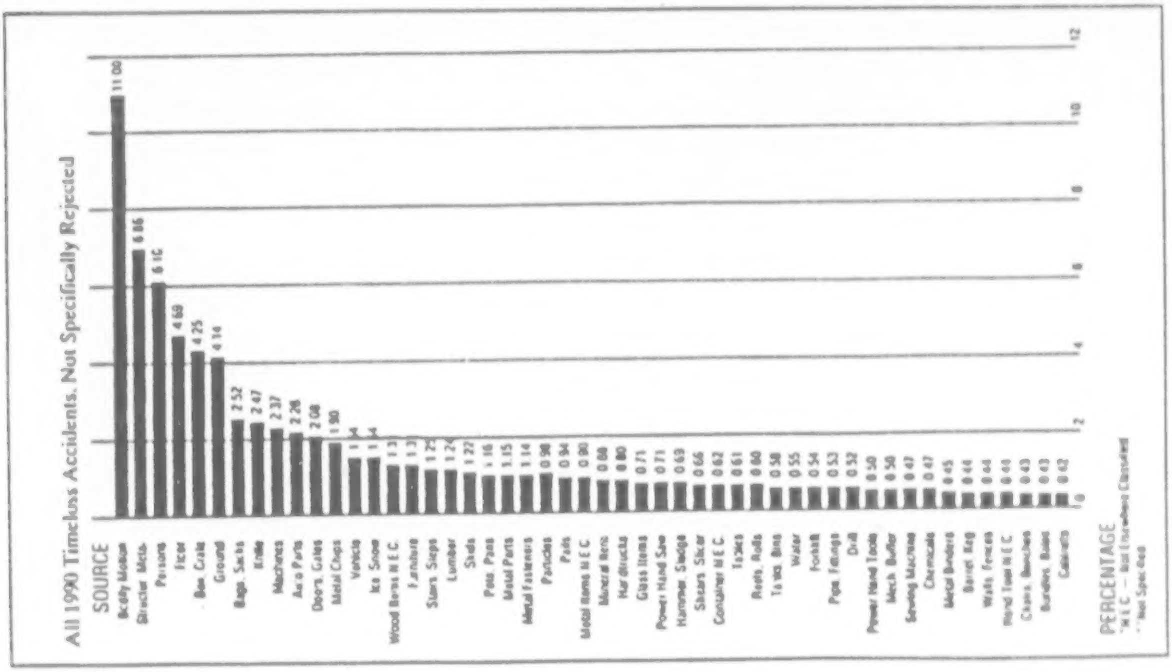
Figure 2



All 1990 Reported Accidents Not Specifically Rejected

PERCENT OF CLAIMS	NUMBER OF CLAIMS	
1.96	856	Head
8.50	3706	Eye(s)
0.67	292	Hearing
1.16	505	Neck
3.36	1465	Shoulder
0.28	121	Upper Arm
0.59	258	Dorsal Spine
2.29	997	Thorax
18.12	7903	Lower Spine
0.86	375	Abdomen
7.83	3414	Lower Arm
23.17	10105	Hand
0.73	319	Pelvis
0.61	268	Upper Leg
9.01	3928	Lower Leg
4.83	2108	Foot
0.47	203	Cardio/Respiratory
0.32	141	Industrial Disease
9.15	3991	Multiple Injuries
6.10	2659	Miscellaneous

Figure 3



All 1990 Timeloss Accidents, Not Specifically Rejected

*N.E.C. — Not Elsewhere Classified
**Not Specified

Social Costs of Workplace Accidents and Illnesses

In Canada, more working days are lost through accidents and illness than through industrial disputes.

Findings of a federal social-economic impact analysis completed in 1985 as part of the review undertaken by the WHMI Steering Committee, estimated the social costs due to the use of hazardous materials in the workplace in 1984 to be about $600 million.

These costs represented roughly 31 percent of all payments made by workers' compensation boards in Canada at that time, although only a small portion of the $600 million was actually compensated for by the boards. These costs included those related to injuries, illnesses, fatalities, cancer-related diseases, and fires.

To put the problem in perspective, the estimated social costs represented 93 percent of the average annual costs due to strikes and lockouts in Canada for the period 1972 to 1981.

Costs of Workplace Accidents to Society

Worker and Worker's Injury

A workplace injury involves for the worker temporary or permanent adverse consequences at both the personal and occupational level. Most of these have repercussions on the worker's family.

Among the consequences of workplace injuries are the following:

- expenditure on out-patient treatment, hospitalization or home care; remuneration of persons providing such care; the cost of prosthetic appliances and transportation
- the damage caused to materials, instruments, tools an vehicles
- the immediate loss of wages during the period of work stoppage
- the future loss of earnings if the workplace injury prevents the normal development of the worker's career
- the reduction in physical activity which involves a change in the worker's way of life
- the repercussions of some permanent after-effects (mutilations, difficulties in moving about, blindness, repulsive scars, mental changes) which are reflected in physical and psychological suffering and which lead to expenditure designed to provide new subjects of interest and distraction for the victim
- subsequent material losses, in cases where members of the family have to give up earnings in order to stay with the victim
- the moral suffering of the members of the victim's family

Categories of Workplace Hazards

Categories

Safety and health hazards can be classified in several different ways.

Physical Hazards

... include conditions produced by environment and processes:

noise, temperature, illumination, vibration, ionizing radiation, non-ionizing radiation, and atmospheric pressure. machinery and equipment, materials and handling, housekeeping

Chemical Hazards

... include materials such as: acids, alkalis, solvents, minerals, detergents, paints, pesticides.

Biological Hazards

... include infectious living matter.

Bacteria, viruses, fungi, and plant and animal parasites.

Psycho-Social Hazards

... include psychological and sociological factors.

Stress, shiftwork, worry, fatigue, work pressures such as piecework and production quotas.

Ergonomic Hazards

... include the interface of job and machinery design and people at work; fitting the job to the person and the person to the job.

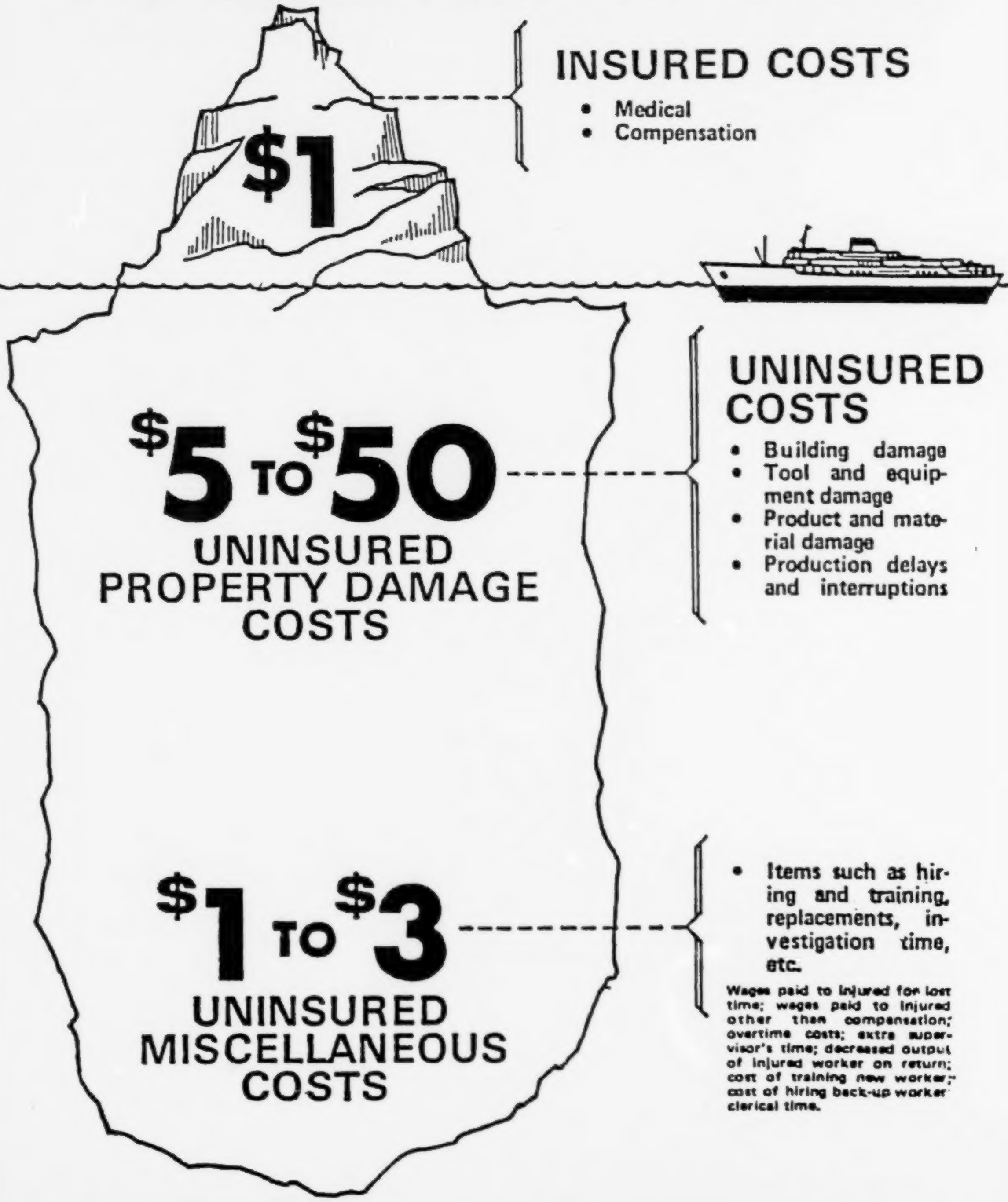
Repetitive movement, monotony, discomfort and fatigue, work processes.

Hazard recognition and subsequent control must relate to all categories as a complex interaction of all factors of (1) the global perspective and (2) the categories of hazards.

Summary

- Statistics show Canadians are more likely to meet violence and death in their workplaces than on the streets or in traffic accidents.
- Occupational deaths rank third behind heart disease and cancer as leading causes of deaths in Canada.
- 39% of job injuries are due to illegal working conditions and another 24% are due to legal but unsafe conditions.
- Comparison of $5,000 fine for three occupational deaths to a three-year jail term for corporate crime.
- Workplace safety and health is not given the attention it merits.
- More than one million Canadians are injured at the workplace every year, and one Canadian dies from work related injuries every six hours.

THE REAL COSTS OF ACCIDENTS CAN BE MEASURED AND CONTROLLED



$1

INSURED COSTS
- Medical
- Compensation

\$5 TO \$50

UNINSURED PROPERTY DAMAGE COSTS

UNINSURED COSTS
- Building damage
- Tool and equipment damage
- Product and material damage
- Production delays and interruptions

\$1 TO \$3

UNINSURED MISCELLANEOUS COSTS

- Items such as hiring and training, replacements, investigation time, etc.

Wages paid to injured for lost time; wages paid to injured other than compensation; overtime costs; extra supervisor's time; decreased output of injured worker on return; cost of training new worker; cost of hiring back-up worker clerical time.

FIGURE 4 — Like the top of an iceberg, the insured costs of accidents are only a small part of the real costs that can be measured and controlled with modern Loss Control techniques.

Introduction to Your Employment Standards Rights and Obligations

MAJOR OBJECTIVE: To develop an understanding of the rights and obligations of employees and employers in Manitoba under the jurisdiction of Employment Standards Legislation.

Number of participants: 30-40
Time required: 2 - 45 minute classes

1.1 OBJECTIVE: To expose students to an overview of the legislation pieces, roles and process to utilize the mechanisms that are in place with regard to labour law pertaining to Employment Standards.

Students should be able to:

1. Understand the role and responsibilities of the Employment Standards Branch.
2. Know they need at least some and preferably all, of this information whether they are an employer or an employee.

SUGGESTED ACTIVITIES

The teacher can give an overview of:

1. Discuss student's experience in work world.
2. Relevant legislation.
3. Role and responsibility of Employment Standards Branch.
4. The process for wage complaints.

as per attached "Teacher speaking notes for Objective 1.1."

TEACHER'S NOTES: The rights and obligations are often misunderstood by both the employer and the employee. The Employment Standards Branch is the administrative and investigative branch, mandated to ensure fairness in the workplace, wages and condition of work. The Branch provides public education services, monitors work standards, investigates and conciliates complaint issues and enforces legislation.

Emphasize to the student the advantages of knowing their rights and obligations as employers and as employees.

Many pieces of legislation impact on issues that affect people in the workplace. These would include:

Workplace Safety and Health Legislation
Human Rights Code
Workers Compensation Act
Labour Relations Act

1.2 OBJECTIVE: To develop an understanding of the overview of the Employment Standards Legislation.

SUGGESTED ACTIVITY:

The teacher could briefly present the information contained in the "Teacher's notes on Employment Standards Legislation."

This should take 10 to 15 minutes if there is no discussion at this point. The discussion and integration of the material could then be held off until the Case Study segment of the classes.

If the teacher desires this summary of Employment Standards Legislation could be used without the Case Studies. The teacher would then facilitate discussion during the "lecture" method.

TEACHER'S NOTES: Please ensure that you have:

1. The "Teacher's notes on Employment Standards Legislation."

   Adequate copies of the "Information - Employment Standards" brochure for each student. A supply can be obtained by calling Employment Standards Branch, 945-3359.

1.3 OBJECTIVE: To develop an understanding of several issues dealt with in Case Study 1.

SUGGESTED ACTIVITY:

1. The teacher could present Case Study 1 to the students as a small group assignment. A time limit of approximately 15 minutes should be allowed for issue discovery on Case Study 1.

   The INTENDED ISSUES are:

   Minimum Wage
   Equal Pay for Equal Work
   Unauthorized Deductions
   Standard Hours
   Overtime rate
   Employer responsibilities re payroll records and payment of employees twice per month, etc.
   Meal Break
   Young Workers - Child Employment Permit

2. The teacher can debrief the case study with the "Teacher's notes on Case Study 1."

TEACHER'S NOTES: An additional resource or source of information is available in "A Guide to Manitoba Labour Employment Standards" and in the actual legislation if the teacher desires.

IF THE CLASSES ARE TWO 45 MINUTE PERIODS THE TEACHER SHOULD END HERE.

1.4 OBJECTIVE: To develop an understanding of several issues in Case Study 2.

SUGGESTED ACTIVITY:

The teacher could present Case Study 2 to the students as a group assignment. A time limit of approximately 10 minutes or less should be allowed for issue discovery in Case Study 2.

The INTENDED ISSUES are:

General Holidays

Those "special days" that are commonly thought of as general holidays but are not in the legislation.

Criteria for determining qualification for a general holiday off with pay.

Vacation Wages

Criteria for determining a vacation off with the current rate of pay or 4% of regular gross earnings on your paycheque.

2. The teacher can debrief the Case Study 2 with the "Teacher notes on Case Study 2."

1.5 OBJECTIVE: To develop an understanding of several issues in Case Study 3.

SUGGESTED ACTIVITY:

1. The teacher could present Case Study 3 to the students as a group assignment. Time allotted to the discovery of issues is approximately 10 minutes or less.

   The INTENDED ISSUES are:

   Termination
   Maternity Leave/Parental Leave
   Protection for Employees

2. The teacher can debrief the Case Study with the "Teacher notes on Case Study 3."

Teacher Notes on Suggested Activity 1.1

1. Listing or Relevant Legislation:

For detailed information, please refer to the applicable legislation. Copies of the statutes and regulations may be obtained, at a nominal cost from:

Queen's Printer
Statutory Publications
Lower Level
200 Vaughan Street
Winnipeg, Manitoba
R3C 1T5
Phone: 945-3101

a)	The Employment Standards Act (E.S.A.)	(E110)
	• Minimum Wages and Working Conditions Regulations	(187/87/R)
	• Domestic Workers Regulations	(99/87/R)(249/90)
	• Home and Residential Care Workers Regulation	(50/88)(250/90)
	• Parental Leave	(Bill Chapter 7)
b)	The Vacations With Pay Act (V.P.A.)	(V20)
c)	The Payment of Wages Act	(P31)
d)	The Remembrance Day Act	(R80)
e)	The Retail Businesses Holiday Closing Act	(Bill Chapter 7)
f)	The Employment Services Act	(E100)
g)	The Construction Industry Wages Act (C.W.A.)	(C190)

2. Role and Responsibility of Employment Standards Branch

The first thing to discuss is what Employment Standards is and what we do at Employment Standards Branch.

Basically the Branch is responsible for the administration and enforcement of a variety of laws covering:

hours of work, minimum wage,
vacations, holidays,
maternal and parental leave
termination of employment and
payment of wages
Construction Industry Wages Act

As you can see from the list of legislation, virtually all employers and employees in Manitoba are touched by one or more of our laws at some point in this lives.

The Employment Standards Branch actively provides public education services, monitor work standards and investigates, and conciliates complaint issues and enforces the legislation.

The Process for Wage Complaints

Employment Standards receives a complaints. The Employment Standards Officer investigates to determine if a law has been violated.

Collecting evidence could include talking to both the employer and the employee, examining payroll records and related documents. Upon determination of the facts, and application of the legislation the Officer, acting as a mediator, may resolve the issue through mutual agreement of the two parties. If mutual agreement is not possible, the Officer can issue a PAYMENT OF WAGES ORDER OR DISMISSAL ORDER, finding with one party or the other.

As part of the redress system for issuance of orders, the order can be disputed by the aggrieved party and that person can request a Manitoba Labour Board Hearing.

The "Board" could consist of anywhere from one to three people appointed by Order-in-Council by the Crown to participate as Members of the Labour Board to represent the community and apply the law.

Both parties appear before the Manitoba Labour Board to provide their evidence. The Board hearing is conducted on the basis of the adversarial process.

The Labour Board is a Quasi-Judicial body, their decisions carry the weight of law. However, even Board decisions can be further appealed in the judicial court process.

Case Study 1

John is 15 years old, works at the neighbourhood gas station, every day after school, from 4:00 p.m. to 10:00 p.m. On weekends, he sometimes fills in a shift for the other employees who call in sick.

He started the job in September and now that it is late in the school year, his grades are beginning to suffer as he is often tired and does not spend very much time on his homework. His teachers are pressuring him for better quality in his work. His parents are disappointed in his poor grades and are also putting pressure on him. John is happy just to be more independent, be able to buy all his own clothing and join his friends at a movie now and then without asking his parents for money. John is a good worker. The station manager needs him there for extra shifts more often.

John is paid $4.50 per hour and he does not get a meal break. All employees at this service station must pay shortages from the till, and the owner told John that he does not pay overtime. Recently John finds out that Mary who normally works the day shift is paid $5.50 per hour and he is upset because Mary does the same work as himself.

Discussion

- What are some of the employment issues that John has to deal with?
- What would you do if you were John?

Teacher Notes on Case Study 1

Answer

1. The Employment Standards Act states that "persons 15 years of age and under are permitted to work only if they have been granted a Child Employment Permit."

   These forms are available from the Employment Standards office and must be signed by the child's parent or guardian, the employer, the child and the child's school principal as the job is held during the school year (**see page 6**).

2. (a) The minimum wage in Manitoba effective March 1, 1991, is $5.00 per hour. This is the wage which John should be receiving. John can notify his employer of this and the employer can reimburse John for the difference in pay owing (**see page 5**).

   (b) John should be paid at least semi-monthly and should receive a written statement showing the number of hours that he worked, the overtime hours, the deductions if there are any and the net amount paid to him. The onus is on the employer to keep proper records (**see page 5**).

   (c) Should the employer refuse to pay John the wages due, John can file a claim with the Employment Standards office. The claim will be investigated and if found to be correct, the employer would be ordered to pay the wages found due to John.

   (d) John is entitled to one hour unpaid meal break when he works more than five hours or longer in a shift. Please note that this may be shortened with the permission of the Manitoba Labour Board or by a collective (union) agreement. This is called a variance (**see page 6**).

3. The Employment Standards Act provides for "legal deductions" from an employee's pay cheque. Those that ar authorized by law or specifically consented to, by the employee. The deduction from John's pay cheque for shortages in the cash register which was not consented to by the employee is not permitted. The employer may take civil or criminal action whichever is appropriate under the law, to recover any loss (**see page 5**).

4. According to the Employment Standards Legislation, all overtime is voluntary. All hours worked beyond 8 hours per day, 40 hours per week, must be paid at a rate of 1 1/2 times the employee's regular rate of pay.

   Example: 8, 7, 9, 8, 8 = 40 hours per week. Overtime of one hour payable at 1 1/2 time the regular rate of pay (**see page 6**).

5. (a) The Employment Standards Act stipulates that no employer can pay female and male employees in the same establishment differently, if they are doing work that is the same or substantially similar. The job must require similar effort, skills and responsibilities, and be performed under similar working conditions **(see page 6)**.

(b) John can discuss his requirement for equal pay provisions with his boss and request that his wage be brought into line with Mary's, the day time employee. The employer can acknowledges the difference in pay, but if the duties for the day time staff are different the employer may be able to justify the difference in pay.

Source: A Guide to Manitoba Labour, Employment Standards

Case Study 2

Mandy has worked Monday to Friday, 4:00 p.m. to 9:00 p.m., and Saturdays, 9:00 a.m. to 6:00 p.m., at the local pharmacy as a cashier for the past year and a half. She enjoys her work and the other employees like her. Mandy requested and received her vacation time off. Mandy went on her vacation from June 15 to June 30.

Upon returning to work on July 2, Mandy was told that she does not receive pay for the July 1st General Holiday as she was not available for work prior to the General Holiday.

Discussion

- What are Mandy's rights as outlined by Employment Standards?
- Was Mandy entitled to a vacation under the legislation? If so, how much ... if not, why?
- How can Mandy help her employer understand the legislation?

Teacher Notes on Case Study 2

1. (a) The Vacations with Pay Act says that "If employees have worked twelve consecutive months for an employer, and put in 95% of the regular working time, they have the right to a vacation of two weeks at the current rate of pay **(see page 10)**.

   (b) The Vacation with Pay Act also states that in cases where "the employee has not worked 95% of the regular working hours they do not have the right to time off for a vacation. However, they still have a right to vacation pay — that is 4% of regular gross earnings from anniversary date to anniversary date." Mandy did qualify and received a vacation of two weeks at the current rate of pay.

2. (a) There are seven General Holidays throughout the year; New Year's Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day and Christmas Day. **Note:** Easter Sunday, Civic Holidays, Boxing Day, are not General Holidays. Please see the section on the Remembrance Day Act (**page 8**) for the criteria on Remembrance Day as it is not a General Holiday.

   (b) If a general Holiday falls on a regula working day, in order to be paid the employee must meet the following criteria:

   - earn wages for part or all of the 15 out of the 30 calendar days before the general holiday;

   - be available for work on the regular working day before the General Holiday and the regular working day after the General Holiday;

   - report to work on the General Holiday if the employer calls them to work.

   (c) In Mandy's case, she is entitled to an average of her General Holiday wages as she was on vacation and was not deemed to be unavailable for work should the employer call her. The vacation time was authorized by the employer.

Case Study 3

An employer telephones the Employment Standards Branch to determine his options regarding an employee.

Susan, the employee, is 28 years old and has worked for four years as a Lab Technician at the local paper mill. This position involves the collection and analysis of samples which when analyzed determine the qualify of the mill's paper.

Susan will be returning from maternity leave soon. During her absence, the employer filled her position with a new employee. The new employee is doing very well and the employer would like to keep him on in the company. The employer is thinking of offering Susan another position as a company representative. This new position would involve travel and nights away from home for Susan. The employer asks the Employment Standards Branch the following questions.

- (a) Can he terminate Susan now?
  (b) Can he terminate the replacement employee?
- If he continues to employ Susan, what criteria does he need to look at in determining her new position?
- What alternatives does he have within the Employment Standards Legislation?
- Can the employer terminate Susan if she makes a claim with Employment Standards?

Teacher Notes on Case Study 3

Answers

1. (a) No, the employer cannot terminate Susan. The Employment Standards Act allows a woman who has been employed for at least twelve consecutive months with the same employer, seventeen weeks of unpaid maternity leave when she has a child.

   (b) Parental leave allows an additional seventeen weeks unpaid. This is available to the mother or natural father and to adoptive parents (**see page 8**).

   The employer is not required to give the above notice if the replacement employee had a "fixed" term of employment. That is when a commencement date and termination date is established when the individual is hired.

   If the company/employer has a different termination notice policy which has been properly established according to the terms of the legislation, the notice termination policy outlined (b) is not applicable (**see page 8 and 9**).

2. The employer is required to consider the Employment Standards Legislation which outlines the reinstatement of employees following a Maternity or Parental leave. Upon returning to work, employees must be reinstated in their former position or a similar position and must not receive lower wages and benefits that they had prior to the leave (**see page 8**).

3. The employer has several alternatives.

   (a) He can reinstate Susan to her position.
   (b) He can give the replacement employee the appropriate notice and terminate the employee.
   (c) He can offer the replacement employee the new position of company representative.

4. No, the employer cannot terminate Susan because she makes a claim with Employment Standards. The Employment Standards Act states that "no" employer shall discharge or otherwise discriminate against any person because that person has made a complaint or given evidence or assisted in any way in respect of the initiation or prosecution of a complaint or other proceeding under the Act (**see page 4**).

Overview of Employment Standards Legislation

First of all WHAT IS AN EMPLOYER?

law describes	a person, firm, corporation, principal, agent, manager, representative, contractor, sub-contractor HAVING CONTROL AND DIRECTION OF, OR RESPONSIBLE DIRECTLY OR INDIRECTLY FOR THE ENGAGEMENT OR EMPLOYMENT OF, OR PAYMENT OF WAGES TO A PERSON EMPLOYED.

WHAT IS AN EMPLOYED PERSON?

law describes	a person engaged by another to perform SKILLED OR UNSKILLED MANUAL, CLERICAL, DOMESTIC OR TECHNICAL WORK OR SERVICE OR PROFESSIONAL WORK OR SERVICE
exception slide	This sounds pretty straightforward ... but it isn't. The act describes exceptions to the term employee which are NOT covered by the Employment Standards Act.
farmers ... etc.	A person employed in agriculture, fishing, fur farming, dairy farming, or in the growing of horticultural or market garden products for sale.
Independent Contractors	
Domestic Workers	A person who works in a private family home, paid by a member of that family, not employed for more than 24 hours per week.
Baby-sitters	A person employed in a private family home and paid by a member of that family where the person is employed as a sitter to attend primarily to the needs of a child who is a member of the household or as a companion to attend primarily to the needs of an aged, inform or ill member of the household.

Students-in-training

A person who is registered or enrolled and employed as a student-in-training in a course leading to professional status in a profession, the practice of which is governed by an Act of the Legislature that applies solely to the practice of that profession.

Young people are also covered by the legislation.

An example of a protection built into the system is the Child Work Permit.

Employers are responsible for knowing that no one under the age of 16 can be employed unless he or she has been granted a "Child Employment Permit" or "work permit." Application can be obtained by dropping in or calling the Employment Standards office.

The application must be signed by the child's parent or guardian, the prospective employer, and the child's school principal.

That way, adults caring for the child can play an important role in helping the child decide what is in his or her best interest.

WAGES — effective March 1, 1991, the minimum wage is $5.00.

STANDARD HOURS OF WORK are 8 hours per day first, then 40 hours per week.

EXAMPLES ON SLIDE OF 40 HOUR WEEKS

8 8 8 8 8 = 40 per week (no overtime)
8 5 8 8 8 3 = 40 per week (no overtime)
8 7 9 8 8 = 40 per week (overtime of one hour payable at 1 1/2 times the regular rate of pay

TRANSPORTATION

where an employee's work period begins or ends between midnight and 6:00 a.m., the employer is required to provide the employee with ADEQUATE transportation home at the expense of the employer.

Adequate COULD mean a cab ride home, or it could mean the manager giving the employees a ride home at the end of their shift. If you travel in your own vehicle don't expect your gas or mileage to be paid.

Also, the transportation requirement doesn't include police officers and only applies where the employee's workplace and home are in the same city or town.

GENERAL HOLIDAYS

There are seven. DISCUSSION. New Year, Good Friday, Victoria day, Canada Day, Labour Day, Thanksgiving, Christmas Day

The general holidays do not include Easter Sunday, the August Civic Holiday or Boxing Day.

QUALIFIERS

earn wages for part or all of 15 out of 30 days prior to the general holiday;

be available for work on the regular working day before and the regular working day after the general holiday;

report to wok on the general holiday if the employer calls him/her to work.

MINIMUM WAGE EARNERS

Minimum wag earners do not have to meet the first criteria of 15 out of 30.

To qualify to receive a general holiday with pay a minimum wage earner must

- the holiday must fall on a regular work day for that person
- must be available his/her last shift prior to the holiday
- must be available to work the rest of the normally scheduled work days of the week of the holiday.

COMPENSATORY TIME OFF

Certain employees, usually people working shifts or seasonal work, can be paid their regular rate for working on the general holiday if they are given another day off within 30 days, with pay equal to the number of ours worked on the holiday.

THIS TYPE OF ARRANGEMENT USUALLY PERTAINS TO EMPLOYEES OF gasoline stations, restaurants, continuously operating plants, hospitals, amusement places, seasonal industries, hotels and domestic services.

Earlier we talked about Remembrance Day not being a general holiday.

Remembrance Day is governed by its own legislation and is a non-working day for most employees. This provides an opportunity for people to participate in Remembrance Day ceremonies marking the sacrifice made by those who served in past wars.

Only essential services ar allowed to operate on Remembrance Day. The law does not require employers to pay workers who do not work on Remembrance Day.

Employees who are required to work (essential services) are entitled to receive either twice their regular rate of pay, or their regular wage plus an alternate day off with pay within 30 days.

Maternity and Parental leave provisions changed slightly in 1990.

Maternity and parental leave are designed to assist families make a smooth transition during the arrival of a child, with the least disruption to employment.

An important feature of maternity and parental leave is that, when he/she returns, the employee is to be reinstated in his/her former position or a comparable position with no less than the same wages and benefits they enjoyed prior to going on leave.

maternity leave provides for 17 weeks leave — unpaid to the natural mother.

parental leave provides for 17 weeks leave — unpaid to the natural mother, father or adoptive parent.

VACATION WITH PAY is something we all look forward to, and deserve usually.

Employees are entitled to two weeks paid vacation after one year of employment with the same employer. Employees are entitled to three weeks paid vacation after five years of employment with the same employer.

In order to qualify for the paid vacation, an employee must have worked 95% of their regular working time over the previous year. Regular working time does not include:

- Vacation time
- Up to 30 working days off due to illness or absence authorized by the employer, or
- Overtime hours

Employees may also qualify for three weeks paid vacation if, over a period of 10 years, the employee has worked at least 50% of four years and 95% of a fifth year.

Employees who receive commission, work on flat rate of piece work basis, have vacation wages calculated on the average weekly earnings during the six months prior to the vacation.

TERMINATION There are basically three areas governing termination.

NOTICE: During the first 30 calendar days of employment no notice is necessary either from the employer or to the employer. After that a pay period's notice is required before an employee can quit or be fired.

IF NOTICE IS GIVEN BY THE EMPLOYER

wages are due to the employee equivalent to what he/she would earn in an average pay period. If the employee does not receive these wages, he/she could file a claim with the Employment Standards Branch and a investigation would follow.

IF NOTICE IS NOT GIVEN BY THE EMPLOYEE

the employer may also file a claim with Employment Standards Branch within 90 days of the last day of work claiming any monies due to the employee up to an equivalent of one pay period. The Employment Standards Branch holds the disputed wages in trust while an investigation is conducted and a decision taken.

CHANGING NOTICE

The employer can change the requirement for termination notice by doing two things:

- posting the changed time requirement for a minimum of 30 days; and notifying employees individually in writing.

JUST CAUSE

the legislation allows for immediate termination of employment if either party is found guilty of the following:

- Insubordination
- Dishonesty
- Violent or Improper Conduct

Action Maze Exercise

Page 1

You are a Store Manager for a national retail company. Your work group is made up of both men and women. The group seems to get along very well and enjoys a casual bantering relationship. While you have noticed sexual posters and jokes in the lunch room and you have heard some name calling of a sexual nature among the staff, you have not done anything about it as no one has complained to you and it does not seem to bother anybody.

A few months ago, two extra women were hired to work in your group. One of them did not seem to fit in. She keeps to herself and does not socialize with the rest. There till seemed to be the same easy camaraderie in the group and you thought with time this woman would fit in.

A month went by. Out of the blue, Sally Smith, the new employee, came to see you and complained that since she had started, she has been subjected to sexual name calling by some of the group. She has tried to ignore it, but ignoring it has jut seemed to make the incidents more frequent.

You feel the best way to handle this situation is to (select one of the choices below).

A. Refer the matter to your regional manager or the director of personnel since you feel they are better equipped to handle the situation.

Turn to page 5

B. Wait a little longer and see if the situation cures itself. Tell her the others will soon tire of this, and if she continues to ignore them it will soon stop.

Turn to page 3

C. Handle the situation yourself.

Turn to page 4

You speak to your employees individually, telling them to leave Sally alone.

A few days later, Sally comes to you and says, "The situation has not improved, in fact its gotten worse."

Your decision did not solve the problem. It simply further isolated Sally from the rest of the work group.

Go forward to page 4

This delay has cost you more than you thought. In the interim, the situation has worsened. The sexual harassment of the new employee (Sally) has increased and escalated into pornographic pictures being put into her locker. Sally says she is going to file a complaint with the Human Rights Commission.

Could you have prevented this turn of events?

Go back to page 1 and made another choice.

You decide to handle it yourself. As a manger and failing any company instructions to the contrary, it is your responsibility to make sure that the group is working harmoniously and to take action, at the first sign of harassment – in this case, sexual harassment.

However, you would have been smart to have taken action long before this. The signs were there, posters and jokes on the lunch room notice board, and sexual name calling. The fact that nobody complained until now, did not absolve you of your responsibility to maintain a harassment-free environment.

Select your next course of action:

A. Talk to the employees individually, telling them to leave Sally alone.

Turn to page 2

B. Call a group meeting of all of the employees to discuss the situation.

Turn to page 6

C. Take Sally aside and explain the norms of the workplace and that it will take time to die down; she should try not to be so sensitive; explain that the other women don't mind.

Turn to page 7

You have decided to refer the matter to the regional manager since you feel that they are better equipped to handle the situation.

It takes two weeks to get an appointment with the Regional Manager as he is on vacation.

At your meeting, he tells you he wants to be informed about what's happening but that you should deal with it yourself.

Turn to page 4

You call a meeting of all the work group to discuss the situation.

This is an excellent first step. Eliminating the harmful name calling and establishing good relations requires open communication between all members of the work group. Sally may not either have been the only one to object tc the sexual innuendo and name calling, perhaps she was the only one to have the courage to complain. However, even if Sally is the only one that feels harassed, this is one employee too many.

You may now wish to:

- organize, through the appropriate department, a series of workshops for your staff, or for managers of other stores, to explore the dynamics of working in a harassment-free environment.
- assist in the Company development of policies and procedures to maintain a harassment-free workplace.

You take Sally aside and tell her she's over-sensitive, she should ignore the harassment, it will soon die down. She should loosen up and try to fit in.

Sally continues to be harassed and the harassment escalates to physical sexual harassment. Sally finds it impossible to work in such an environment and quits. Two months later, you receive a notice of complaint from the Manitoba Human Rights Commission.

You have obviously not solved the problem.

Go back to page 4 and select another answer.

Summary Principles

- Take immediate action — a seemingly harmless incident very quickly becomes something serious.
- Develop and implement policies and procedures to guide your employees in acceptable behaviour. Be clear on what is unacceptable and ensure a process for redress.

End of Maze